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ABSTRACT

Designed to clarify the Kansas State Plan for Vocational Education, this handbook provides detailed directions for developing vocational education in Kansas to assist those who plan and operate vocational programs. (These guidelines were composed by the vocational staff in the State Department of Education with the assistance of vocational school teachers and administrators and, subject to revision and/or review as part of the State Annual Plan, will become effective upon approval by the State Board of Education.) The major section of this document covers provisions and standards basic to all vocational education programs, including the following: (1) procedures for program approval and for appeals by disapproved programs; (2) occupational objectives for students; (3) use of local two-mill vocational funds; (4) area vocational school satellite programs; (5) cooperative vocational education instructional methods; (6) programs for the handicapped and disadvantaged; (7) Comprehensive Employment and Training Act (CETA); (8) vocational education personnel training; and (9) the duties of the State Department of Education, the research coordinating unit, and advisory councils. The remainder of the handbook gives guidelines for six service areas (agriculture, business, health, home economics, industry, and combination cooperative vocational education), dividing each into four levels of instruction: exploratory, secondary, postsecondary, and adult. The twelve appendixes contain forms for budgets, expense reports, student registration, surveys, and applications for vocational programs. (ELG)

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vocational education handbook

Approved by State Board of Education
April 11, 1978

Kansas State Department of Education
Kansas State Education Building
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CE 016 633

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INTRODUCTION

".....it is the purpose of vocational education to prepare people for employment....." (Kansas One and Five-Year State Plan for Vocational Education, 1978-1982)

The State Plan of Vocational Education is an official agreement between the U.S. Commissioner of Education and the Kansas State Board of Education. This State Plan outlines the policies and procedures that apply to the operation of vocational education programs approved by the State Board of Education under rules and regulations of the Education Act of 1976 (PL 94-482).

This handbook is designed to simplify the interpretation of the State Plan for Vocational Education and to assist those who plan for and operate vocational programs by providing in more detail the directions for developing vocational education in Kansas.

The guidelines contained in this handbook have been developed by State Vocational staff personnel with assistance from vocational teachers and school administrators. They will become effective upon approval of the State Board of Education and will be reviewed and/or revised with the State Annual Plan. CETA programs are included in this handbook but are not funded by PL 94-482.

Standards and provisions common to all programs have been placed in one section of this handbook with the service area sections speaking only to specific standards within that area. All programs are categorized into four basic levels of instruction: (1) exploratory; (2) secondary; (3) postsecondary; and (4) adult, which includes supplementary, preparatory, and apprenticeship.

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VOCATIONAL EDUCATION DEADLINE CALENDAR

Item		Required of	Due Date
107C	Application for teacher certification	All	Prior to employment
VE-20	Basic vocational program application	All Programs	February 1
VE-20 Expenditures	Vocational program actual expenditures	All Programs	August 15
VE-50	VE-50 Enrollment (note: adult VE-50 enrollments due with adult program application, VE-50A)	All	October 1 or two weeks after class begins
	VE-50 Completion	All	June 1 or two weeks after class ends
	VE-50 Placement	Secondary Postsecondary Adult Preparatory	March 15, fiscal year following ending of class
VE-50A	Adult class application and claim for reimbursement	Adult Preparatory Adult Supplementary Adult Apprenticeship	At beginning of class
06-01-114	Training Memos	On all students placed for supervised occupational experience	Two weeks after student placed
	Cooperative special funding application	All eligible recipients	February 1
	Notification of Intent for new program	Exploratory Secondary Postsecondary	May 1, two fiscal years prior to program operation
R-3	Classification of Expenditures by Instructional Level	AVTS	August 15
R-5	AVTS Inventories	AVTS	Annual Report August 15
VE-5	Statement of reimburseable expenses	All instructors attending a state reimburseable meeting	One week after meeting
VE-3117	Budget cost information	CETA	Prior to project approval
Amended Change Request	Budget amendment for VE-3117	CETA	As needed
OE-3148	Control of state educational agency inventory of MDTA equipment	CETA	As needed
	Kansas inventory of property	CETA	As needed
CETA 76	Statement for Reimbursement	CETA	As needed

CETA 77	Trainee monthly report	CETA	Monthly
	Individual certification for CETA Manpower Training	CETA	As needed
	Application for class size skill training	CETA	As needed
CETA 73	Request for advance payment	CETA	As needed
	Special Projects Applications for: (Exemplary and Innovative; Research; curriculum; sex Bias; Vo.. Educ. Personnel Training; Disadvantaged, section 140; Guidance and Counseling; Disadvantaged or Handicapped, secion 110.)	All Special Projects	January 15
	Special Projects Quarterly Reports	All Special Projects	July 15, Nov. 15, Feb., & April 15.
	Special Project Final Report	All Special Projects	August 15 or 45 days after completion of project-whichever first
	8-02-04-106	AVTS Operating Budget Request	February 15
	8-02-04-107	AVTS Operating Budget Request by Program	February 15

General Provisions for all Vocational Education Programs

I. PROCEDURE FOR OBTAINING APPROVAL ON NEW SECONDARY AND POSTSECONDARY PROGRAMS

A. Recommended steps in starting a new vocational education program.

Step 1: Review state priorities for new programs in State Plan for Vocational Education. (See State Plan for Vocational Education)

Step 2: Contact key individuals in community regarding advisability of starting program.

Step 3: Appoint steering committee.

1. Publicize appointment of steering committee; inform the public of its functions, meetings, and decisions.

2. Work with other vocational schools in the area to avoid overlap or duplication of programs.

3. Make public the vocational needs of the community.

4. C.E.T.A. representative must be involved in planning program. (See CETA, Section XIII for representative).

5. Secure suggestions on uses of steering committees from Vocational Education personnel, State Department of Education.

Step 4: Steering Committee reviews required instructor qualifications, recommended curricula, equipment lists, and facility recommendations.

Step 5: Make local five-year occupational survey. (Note: The five-year occupational survey information is required on the actual program application.)

1. Use school, local job service center, or Census data.

a. Get types of businesses, number of employees, turnover, part-time openings, any wage information possible, names of key people, etc.

b. See five year occupational Survey in Appendix C.

2. For cooperative programs, identify suitable training stations with advice and assistance of advisory committee.

3. Use Department of Labor Statistics information or other appropriate sources.

Step 6: Conduct a student interest survey.

1. Coordinate with steering committee, administration, guidance personnel, and existing vocational personnel.

2. Include community in survey for possible postsecondary and adult interest.

3. See student interest survey example in Appendix B.

Step 7: A notification of intent to start a new vocational program must be submitted to the Vocational Education Administration Section of the State Department of Education.

1. Time limitations:

   a. Due May 1 two fiscal years (fourteen months) ahead of planned operation. (example: May 1, 1978; program to start September 1, 1979.)

   b. Exception may be made in cases of new and emerging occupations and when the local educational agency can show just cause that the planning could not have been done on a timely basis and the time limitations would be detrimental to vocational education in the state.

   c. Exception may be made on programs operating on local vocational monies only and sufficient planning has been done to meet other criteria for vocational approval.

   d. Exception will be made on adult classes. (See Section III)

2. Notification of intent shall include: (Example of Notification can be found in Appendix A.)

a. Name, type, and level of program.
b. Brief description of program and general curriculum outline.
c. Projected enrollment (five years).
d. Location of program.
e. School year program will start.
f. Summary of occupational and student surveys.
g. Estimated program budget, including:

(1) Instructor salary
(2) Instructional materials
(3) Equipment
(4) Other

h. Description of facilities to be used.

3. Submit Notifications to the Vocational Education Administration section, State Department of Education. Receipt of Notifications will be acknowledged and assistance in the development of the program will be provided by the KSDE.

4. Within sixty (60) days following the May 1 deadline, the local education agency will be informed in writing as to the status of the program. (The local education agency has the option of submitting a program application regardless of the disposition of the proposal.)

Step 8: Apply for vocational program on VE-20 form. (See II, B.) (VE-20 Example in Appendix D)

II. ONGOING AND NEW PROGRAM APPROVAL.

A. Each local educational agency (LEA) must submit an application (VE-20) of continuance of each program as specified in the State Plan of Vocational Education. (VE-20 Example in Appendix D)

B. Submit program applications (VE-20's) to the Vocational Education Administration section by February 1, the fiscal year prior to which the program is to operate.

C. Local educational agency will receive, in writing, notification of program approval status by the 15th of March, following the February 1, deadline. (The March 15 notification deadline may not be met in cases where the Application (VE-20) is received after February 1.)

1. New programs have local vocational fund authority, after notification of approval on March 15, for planning and development. LEA's opting to use these planning monies must submit a Vocational Program Expenditure Report for that planning period, the period being between March 15 and June 30. (See Appendix I for Report)

III. ADULT CLASS APPROVAL.

A. All adult classes must meet the following minimum requirements: (Individual service areas may recommend higher minimums for specific programs)

1. Submit an outline of instructional topics if not already on file. (Topics must comply with accepted vocational competencies in that vocational area)

2. A certified (or approved) vocational instructor for the specific class.

3. Submit a program application (VE-20) at least two weeks prior to the starting of any adult classes.

a. Where several classes are to be offered in a given occupation, (USOE Code), one VE-20 can be used to cover all classes.

b. If adult classes are a part or component of a secondary or postsecondary program, then one VE-20 can suffice for both as long as the adult component is so indicated on the VE-20.

c. All institutions requesting reimbursement for adult classes must submit a VE-50A. AVTS's receiving postsecondary aid will submit only the VE-50 enrollment as a class application.

d. Institutions must submit for all adult classes, VE-50 enrollment and completion forms.

e. VE-50A Use -- (example of VE-50A is in Appendix E)

(1) Submit VE-50A (along with VE-50 enrollment) at start of class.

(2) VE-50A will be processed and a tentative reimbursement amount calculated.

(3) VE-50A will be returned to school.

(4) At completion of class, fill out verification of expended monies on VE-50A and submit (along with VE-50 completion) to KSDE.

(5) Reimbursement for class will be sent to school.

4. Submit VE-50 completion data and VE-50A (for reimbursement) within two weeks after completion of the class, but prior to June 15.

5. Submit VE-50 placement information on adult preparatory students; due March 15 of the fiscal year following the completion of the program. Adult preparatory students must have a 75% placement rate.

6. Classes not meeting above requirements (III A, 1-5) will not be approved for reimbursement.

B. Reimbursement on adult classes.

1. Reimbursement will be paid only on certified instructor's salaries.

2. Reimbursement will be based on a formula, the criteria being:

(1) Local valuation per pupil

(2) Concentration of low income families, including percentage of population above or below the mean for poverty level, and percent of unemployment rate by counties in Kansas. (See State Plan for Vocational Education for further details of formula.)

(3) Instructor's salary

(4) Hours taught in the class

3. Reimbursement will range between 44% and 56%, depending on the above criteria.

C. Types of Adult classes.

1. Preparatory

a. Students are preparing for a new occupation.

b. Class is designed for students 16 years of age or older and who have left or completed high school and who wish to obtain skills for employment at the completion of the program.

2. Supplementary

Class is less than full-time in nature; students are 16 years of age or older and have left or completed high school; and students are engaged in an occupation of which the program is supplemental.

3. Apprenticeship

a. In a union apprenticeship class, students must be registered as apprentices with the Local Apprenticeship Council.

b. Class is adult supplementary. (See III, C,2)

IV. PROCEDURE FOR APPROVAL OF VOCATIONAL EDUCATION PROGRAMS

A. Evaluation of programs.

1. The State Department of Education within each five-year period, will evaluate the effectiveness of each vocational education program or project supported by Federal, State, and local vocational funds. These evaluations shall be in terms of:

   a. Planning and operation process
   b. Results of student achievement
   c. Results of student employment success
   d. Additional services for the students.

2. The results of the evaluation will be used by the State Department of Education to assist LEA's in revising and improving programs.

3. The results of the evaluation will also be used to determine approval status of the program for continued operation.

B. Compliance with assurances.

1. All programs must meet the minimum requirements as specified in the "Assurances" in the VE-20 local application.

2. See Appendix D for VE-20 assurances.

C. Approval Status

1. Approved for operation.

   a. Local education agency may spend local vocational monies on the program and is eligible to receive state and federal vocational reimbursement dollars.

   b. Program has fulfilled all state and federal requirements and/or federal guidelines.

2. Approved for local vocational monies operation only.

   a. Same as "IV-A", except that these programs will not be reimbursed with state and federal monies.

3. Disapproved

   a. State, federal, or local vocational monies may not be used to operate the program.

   b. For appeal procedures, see Section V.

V. PROCEDURES FOR APPEAL FOR ALL VOCATIONAL PROGRAMS.

A. Appeal Procedures for Disapproved Program(s).

1. Should the Vocational Education Administration director recommend that a formal program application be disapproved, the basis for such disapproval is presented in writing to the LEA. The LEA may appeal the recommendation to the Assistant Commissioner of Educational Services who in turn appoints an appeal committee that shall consider said appeal, but with any added evidence the LEA may submit. In the event the disapproval is upheld by the appeal committee, the chief administrator of the LEA, or his designee, may submit said proposal and all evidence supporting it, including any additional evidence he or she may have supporting the program approval request, to the Kansas Commissioner of Education. The commissioner refers the proposal and all evidence along with his recommendations to the State Board of Education. The state board shall have final authority in the program approval process.

2. Time Limitations in Appeal Procedures Shall be as Follows:

a. The LEA shall have ten days following the receipt of the director's recommendation for disapproval to make its request in writing to the Assistant Commissioner of Educational Services for a hearing which includes any additional evidence it may have supporting its proposed program. Such request may also include evidence in any other areas of grievance.

b. The assistant commissioner hearing the appeal and the appellant shall set the date for a hearing agreeable to both parties within five days of receipt of written request for an appeal.

c. When a hearing is conducted by the assistant commissioner, he selects a committee of three or more persons outside the State Department of Education, who in addition to himself or herself shall constitute the appeal committee, and hear the appeal statements presented by the chief administrator of the LEA or his designee.

d. The committee weighs all evidence submitted and makes its recommendation to the Commissioner of Education and State Board of Education, in writing, within ten days after the date of the hearing. Such recommendation specifies the grounds therefor.

VI. ADVISORY COUNCILS.

A. Each LEA shall establish a vocational education advisory council.

1. A local advisory council may be established for each program area, or one advisory council may be used for all program areas. (It is, however, recommended that an advisory council [or craft committee] be organized for each program)

2. The advisory council shall be composed of representatives of the general public including at least a representative of: (a) business; (b) industry; and (c) labor.

3. The advisory council shall also have an appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program areas, schools, community or region which the local advisory council serves.

4. The local advisory council shall advise the LEA on:

   a. current job needs.

   b. relevance of programs or courses being offered by the LEA in meeting the current job needs.

5. The local advisory council shall assist the LEA in developing local program applications (VE-20's).

B. Recommendations for effective advisory council use.

1. Meet at least three times yearly.

2. Have five to nine members on the council, with the termination of their appointments occurring on different years.

3. Members should be kept aware of State and National trends and guidelines and may help:

   a. survey community needs and resources relevant to the program;

   b. assist with providing information about the program to the community;

   c. evaluate for the purpose of improving quality in on-going programs;

   d. advise in the development and identification of training stations;

   e. survey employment needs.

C. For further information regarding advisory councils, contact the KSDE vocational education personnel or the State Advisory Council for Vocational Education.

VII. OCCUPATIONAL OBJECTIVES.

All students enrolled in approved vocational education programs must have an occupational objective not considered to be professional or requiring a baccalaureate or higher degree. Consumer and Homemaking, and Broadbase Industrial Education students do not need occupational objectives.

VIII. STUDENT ACCOUNTING SYSTEM.

A. All enrollment, completion, and placement information is reported on the VE-50 forms. (Contact Vocational Education Administration, State Department of Education for VE-50 forms.)

B. Enrollment information

1. Due October 1, or two weeks after class begins. (exception - enrollment in an adult class must be submitted with the adult class application, VE-50A).

C. Secondary Vocational Programs (except Consumer & Homemaking and Broadbase Industrial Education programs) must maintain a 50% placement rate of those students available for placement; postsecondary and adult preparatory programs must maintain a 75% placement rate of those students available for placement, as reflected by the VE-50 placement form.

IX. USE OF LOCAL TWO-MILL VOCATIONAL FUNDS.

K.S.A. 72-4418 to 4424 enables local educational agencies to levy up to two mills, subject to any special limitations applicable thereto, to provide funds to support certain specific education activities relating to vocational education. These funds may be used to pay tuition and fees for certain students attending approved vocational programs and to support the cost of establishing, conducting, maintaining and administering approved vocational programs including adult vocational programs.

X. AREA VOCATIONAL SCHOOL SATELLITE PROGRAM GUIDELINES

Concept Statement

High quality Vocational-Technical Education should be available to all secondary, postsecondary and adult students. Where necessary, satellite attendance centers may be established to extend Vocational-Technical services to areas not adequately served by existing institutions, subject to guidelines established by the State Board of Education. (Adopted February 2, 1972, State Board of Education)

A. Statement of Intent

It is the intent of the guidelines to provide an additional means whereby vocational and technical education services can be extended to the citizens of Kansas. It is also the intent to encourage the development of satellite operations after alternative methods have been explored and the satellite approach identified as the most effective means of providing high quality vocational education.

B. Application Procedures

1. A local board of education shall petition an area school board of control for satellite status two years preceeding the initiation of the program(s).

2. The Area School board of control will act on the petition.

3. Upon acceptance of the petition, the Area School board of control will prepare and submit an application for a satellite operation to the Director of Vocational Education Administration.

4. The application for a satellite operation shall include:

   a. An agreement between cooperating school districts.
   b. The area to be served.
   c. Evidence of need for program(s).
   d. School enrollment data (grades 1-12).
   e. Plan of operation.
   f. Description of facilities.
   g. Programs to be offered.
   h. Plan for financing operation.

C. Approval Procedures

1. The Director of Vocational Education Administration will validate the application data.

2. A public hearing shall be conducted by an appointed hearing officer of the State Board prior to the decision concerning the application.

3. The Director of Vocational Education Administration will select a program specialist and an appropriate third party to review the application and make recommendations regarding the application to the Assistant Commissioner of Education Services as well as the concerns expressed at the public hearing.

4. Said Director shall within sixty (60) days after receiving such proposal, submit a recommendation regarding approval to the Assistant Commissioner of Education Services of the State Department of Education and thereafter to the State Board of Education for action at the next regularly scheduled board meeting.

5. The director of the Area School shall be notified of the recommendations and any conditions pertaining thereto by the director and the date of submission of such recommendation to the Assistant Commissioners.

D. Appeal Provisions

1. Should the director recommend that a satellite application be disapproved, the reasons for such disapproval shall be presented in writing to the Area School.

2. The Area School may appeal the recommendation to the Assistant Commissioner of Education Services who in turn shall identify an appeal committee to hear said appeal.

3. In the event the disapproval is upheld by the appeal committee, the area school director may appear before the Commissioner and submit through the Commissioner to the State Board of Education additional evidence supporting the approval request.

4. The State Board shall have final authority in the approval of satellite programs.

E. Appeal Procedures

1. The Area School shall within ten (10) days following the receipt of the directors recommendation for disapproval make its request in writing to the Assistant Commissioner of Education Services for a hearing which shall include any additional evidence it may have supporting its proposed application and may also include information on any other area of grievance.

2. The Assistant Commissioner and the appellant shall within five (5) days of receipt of said written request for an appeal set the date for a hearing agreeable to both parties.

3. The Assistant Commissioner shall select a committee of three or more persons outside of the State Department of Education who in addition to the Assistant Commissioner shall constitute the appeal committee and hear the appeal statements presented by the Director of the Area Vocational School.

4. The appeal committee shall consider any new evidence provided and make its recommendation to the Commissioner and the State Board of Education in writing within ten (10) days after the date of the hearing.

F. Definitions

Institutional Service Area Programs shall be identified as the programs offered by an institution within a geographic area considered the assigned service area for said institution.

Satellite shall include programs offered by the institution outside of the geographic area commonly considered to be the service area of the institution. A satellite shall consist of no more than four programs with evidence that offerings provide experiences at both the secondary and postsecondary levels.

Parent institution is an Area Vocational School which provides instruction programs to local education agencies.

Programs are a series of planned learning experiences designed to assist individuals in identifying, selecting and preparing for successful employment or advancement in a recognized occupation requiring less than a baccalaureate or higher degree.

XI. COOPERATIVE VOCATIONAL EDUCATION INSTRUCTIONAL METHODS

A. Method of Instruction

1. Cooperative

The term 'cooperative education' means a program of vocational education for persons who, through written cooperative agreements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and his or her employability. Work periods and school attendance may be alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. Labor laws require that students employed while enrolled in a cooperative vocational program must be compensated by the employer.

2. Simulated

Simulation is a supervised laboratory experience. It is not recommended since laboratory experiences may be limited.

B. Class Size

The recommended minimum size for a directly related class is 10 students with a maximum of 18. Generally related classes may have as many as 25 students but should not have less than ten.

C. Coordination Time

An instructor-coordinator of a cooperative program should have one hour per day of coordination time for 10 to 14 students. Fifteen students or more may require at least two hours of coordination time.

D. Training Agreements

Training agreements are a requirement of the Cooperative Vocational Education Program. One copy of this agreement must be sent to Vocational Education Administration, Kansas State Department of Education. This agreement outlines the on-the-job tasks each student will perform sometime during the school year.

E. Supervised Occupational Experience (on-the-job training)

A minimum of 450 hours of on-the-job training is recommended for each cooperative student. Most students work an average of 15 hours per week during the regular school year and must abide by Federal and State Labor Law regulations. An accurate record should be kept by the student of the supervised experience, including compensation, hours worked, skills attained and other information as selected by the instructor-coordinator.

F. New Programs

New programs must be planned in consultation with the Cooperative Vocational Education Program specialist and Vocational Education Administration. See General Provisions, Section I.

G. Federal Funds

Under Section 120 of the 1976 Educational Amendments, federal funds are available for establishing or expanding Cooperative Vocational Education Programs.

1. Federal assistance will be based upon the local educational agency's (LEA) ability to support the program, the rate of school dropouts, and youth unemployment in the area.

2. The rate of assistance will range from 45% to 55% on local expenditures for salaries, travel, curriculum materials and supplies up to $20,000. Based upon the above, the maximum amount of federal funds an LEA could receive during any one year would be $11,000 (55% of $20,000).

3. If the LEA receives federal assistance under Section 120, it will not be eligible for regular program reimbursement during that same year for the new or expanded program. Should the program be expanded, the LEA is still required by law to maintain its local dollar effort.

4. To make application for these federal funds, the school must supply Vocational Education Administration with information from its area to support the need for the request.

   (a) The two most important criteria will be proof of high rates of school dropouts and youth unemployment.

(b) the local ability to support the program will be taken into consideration.

(c) written support from the VE-20 Program Application, Part IV Assurances, #2, #3, #5a, #8, #9, #10 and #13. (See Appendix D)

(d) VE-20 Applications, Part IV Assurances, Appendage, Establishing or expanding Cooperative Vocational Education Programs (See Appendix D.)

(e) Any other information to support the request will be appreciated.

5. If the program is recommended for federal assistance, it will be eligible for this assistance for a period not to exceed three years, with an annual application for federal funds. The rate of assistance will continue to be between 45% to 55% of total expenditures up to $20,000.

6. After the third year, the LEA will be responsible for maintaining the program at the local level under regular program reimbursement.

7. The LEA must maintain a record of expenditures on all line items eligible for federal assistance and supply the State Department of Education, Vocational Administration Section, with copies of all invoices for reimbursement programs.

8. Complete the VE-20 Application, Part IV - Assurances, Appendage, Establishing or Expanding Cooperative Vocational Programs, and return it with the VE-20 Application, along with all support information, before February 1. (See Appendix D)

9. The LEA will be notified before March 1 as to the status of its application for federal funds. (The March 1 deadline may not be met when applications are received after February 1.)

H. Instructor Certification

See Certification Handbook for the service area requirements.

I. Instruction includes:

1. Directly related - - is based on the student's occupational objective and on-the-job training outline. It is designed to be a one year (180) course of instruction.
2. Generally related - - is information provided for all students which is applicable to all workers. It is designed to be a one year (180 hour) course of instruction. Curriculum units are available through the Kansas Curriculum Materials Dissemination Center, Pittsburg State University, Pittsburg, Ks 66762.

J. Ten-Month Program

A Cooperative Program should be at least a ten-month program. Instructor-coordinator responsibilities to be performed during the tenth month of operation are:

1. Pre-employment orientation classes for incoming Cooperative Program students. (This could involve at least 10-hours of instruction.)

2. Placement of incoming students into training stations.

3. Participation in State Vocational meetings for in-service training.

4. Appear before civic, trade and professional organizations.

5. Hold advisory council meetings.

6. Visit homes of new or prospective students.

7. Develop a training agreement with employers for each student.

8. Expand student placement into new and emerging occupations.

9. Review student occupational objectives, identify directly related curriculum materials, and order materials for student use.

10. Conduct community employment surveys.

K. Student Organizations

Leadership training should be a significant, essential and integral part of the Cooperative Program. It makes an important contribution to the guidance and educational development of the student. Cooperative Programs should offer a local student organization to the students enrolled. Where possible each student organization may affiliate with the State and National organizations that most closely serves the students occupational objectives.

L. Advisory Council - See General Provisions, Section VI.

M. Travel Funds

Travel Funds should be provided in addition to the instructor's salary in order that the Cooperative Program instructor-coordinator may supervise and coordinate the occupational experience, conduct field trips, attend conferences, and for any travel incidental to the Cooperative Program.

N. Facilities

Facilities housing this program should allow a minimum of 40 square feet per student which would include space for equipment, storage, and a room for the instructor-coordinator to meet with students individually. A telephone is recommended because of the constant contact that must be maintained with employers.

O. Funding Procedures

Allowable expenditures and financial records required of the school are made in accordance with the policies set forth in the State Plan for Vocational Education.

P. Records and Reports - See General Provisions, I, II, III, VIII and Vocational Education Deadline Calendar.

Q. Administration and Services from State Level - See General Provisions, Section XVII.

R. For further guidelines, see respective service area information in Agricultural Education, Business Occupations, Health Occupations, Home Economics, or Industrial Education.

XII. HANDICAPPED AND DISADVANTAGED GUIDELINES

A. Handicapped

1. Definition: persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired person who, by reason thereof, require special education and related services, and who, because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program.

2. Reimbursement will be for excess costs incurred to help students succeed in a program.

3. Reimbursement will be based on a formula having the criteria of: (1) areas of high youth unemployment; (2) areas of low income families; (3) high drop-out rate; and (4) local ability to pay.

4. Statewide the programs will average a reimbursement of 50%, with any local situation ranging from 45% to 55% based on the above criteria.

5. Applications for handicapped funds are available upon request from the Kansas State Department of Education, Vocational Education Administration Section. (See Appendix H for example of disadvantaged and handicapped program applications.)

6. Proof of actual expenditures must be shown prior to reimbursement.

B. Disadvantaged

1. Definition: persons (other than handicapped persons) who have academic or economic disadvantages and require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

   a. Academic disadvantages -- a person who lacks reading and writing skills; lacks mathematical skills; or performs below grade level.

   b. Economic disadvantage -- family is at or below national poverty level; participant or parent(s) or guardian of participant or parent of participant is recipient of public assistance; or participant is institutionalized or under State guardianship. (Poverty level according to the U.S. Office of Management and Budget, October, 1977 -- Non-farm $2,970 per year for one person and $960 for each additional person in the family; Farm $2,550 per year for one person and $81 for each additional person in the family.)

2. Reimbursement will be for excess costs incurred to help students succeed in a program.

3. Reimbursement will be based on a formula having the criteria of:

   (1) areas of high youth unemployment; (2) areas of low income families; (3) high drop-out rate; and (4) local ability to pay.

4. Statewide the programs will average a reimbursement of 50%, with any local situation ranging from 45% to 55%, based on the above criteria.

5. Applications for disadvantaged funds are available upon request from the Kansas State Department of Education, Vocational Education Administration section. (See application in Appendix H.)

6. Proof of actual expenditures must be shown prior to reimbursement.

C. Special Programs for Disadvantaged Students for persons in areas of the State which have high concentrations of youth unemployment or school dropouts.

1. Students must meet the definition of disadvantaged in XII B, 1, and
   a. do not have, at the time of entrance into a vocational education program, the prerequisite for success in the program; or who

   b. are enrolled in a vocational program but require supportive services or special programs to enable them to meet the requirements for the program that are established by the State or the local education agency.

2. Allowable expenditures include excess costs to the schools for the program as a result of providing additional help or service to disadvantaged students for the intention of helping them succeed in vocational programs.

3. Equipment purchased with Federal funds with a value of $200 or more must be inventoried by the State Vocational Education office.

4. Contact Vocational Education Administration Section, State Department of Education, for applications. (See Appendix H for example application)

D. Excess Costs of Vocational Education Programs for Handicapped and Disadvantaged Persons

1. Federal and matching state and local funds to be used to pay only the "excess costs" (that is, the cost of Special Education and related services above the costs of the regular students) of the programs for the handicapped and disadvantaged.

2. For example, if the cost of providing vocational training to the non-handicapped student is $600.00, and the cost of providing vocational training to the handicapped student in the same class is $750.00, the state may use the combined federal, state, and local funds to pay only the incremental cost of $150.00 for the Vocational Program for the handicapped student. 50% of $150.00 = $75.00 Federal money.

3. Alternatively, if the handicapped or disadvantged student is placed in a separate program, Federal, State and local funds may only be used to pay those costs which exceed the average per pupil cost for Vocational Education for non-handicapped or non-disadvantaged students.

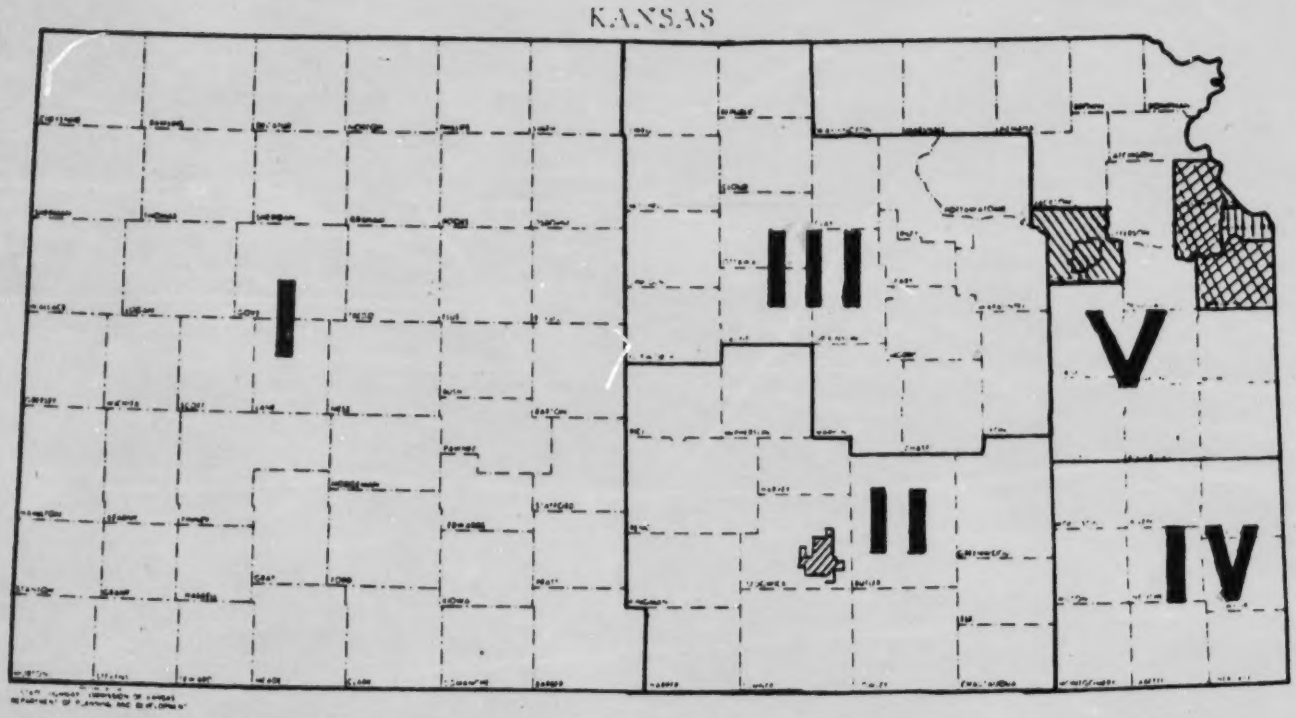
XIII. COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

A. The Comprehensive Employment and Training Act (CETA), Public Law 93-203 and 95-44, allows for the provision of vocational education training and related services to its clients. CETA clients must be unemployed or underemployed economically disadvantaged persons. Eligibility is determined by a variety of criteria including family income, employment status, and level of education. (Contact CETA-Vocational Education office for specific definitions)

B. Referral Process

Prime sponsors, governmental units which receive CETA funds, are responsible for planning and administering manpower programs in their geographical area. The map identifies each prime sponsor's geographical areas.

Prime Sponsor Areas



Balance of State Prime Sponsor Area
Area I Western Manpower Planning Area
Area II South Central Manpower Planning Area
Area III North Central Manpower Planning Area
Area IV Southern Manpower Planning Area
Area V Northern Manpower Planning Area

City of Wichita
City of Topeka - Shawnee County Consortium
Jonnson-Leavenworth County Consortium
Kansas City-Wyandotte County Consortium

The area of Kansas City, Kansas, and Wyandotte County is served by the Kansas City/Wyandotte County Consortium, Municipal Office Building, #1 Civic Plaza, Kansas City, Kansas, 66101, (913) 371-2000, extension 453.

Johnson and Leavenworth Counties are served by the Johnson/ Leavenworth Counties Consortium, 135 South Kansas Avenue, Olathe, Kansas, 66061, (913) 782-2114.

The city of Wichita is served by the City of Wichita Prime Sponsor, Manpower Coordination Center, 455 North Main, Room 1211, Wichita, Kansas, 67202, (316) 268-4676.

Topeka and Shawnee County are served by the Topeka/Shawnee County Consortium, Department of Labor Services, 901 Monroe, Topeka, Kansas, (913) 357-6226.

The remaining area of the state, which is not served by one of these four prime sponsors, is served by the Balance of State prime sponsor. The Balance of State is divided into five areas, each of which has staff to locally administer CETA services. These five areas are identified on the map by Roman Numerals. The five coordinators and their teams for the five areas are as follows:

Area I - Glenn Fondoble, 104 West 6th Street, Ellis, Kansas 67637
(913-726-3561) - Home

The 46 Western Counties. (See Map).

Area II - Fred Johnson, 324 North Emporia, Wichita, Kansas 67202
(316-268-7825) - Work (316-686-9649) - Home

Team I - Rice, McPherson, Reno, Kingman

6th & Washington
P.O. Box 1840
Hutchinson, Kansas 67501
Phone: 316-669-9336 or 9337

Team II - Harvey, Sedgwick, Butler, Greenwood

324 North Emporia
Wichita, Kansas 67202
Phone: 316-268-7825

Team III - Harper, Sumner, Cowley, Elk, Chautauqua

115 East 5th
Arkansas City, Kansas 67005
Phone: 316-442-8430

Area III - Phil Wheeler, #216-121 A South 4th, Manhattan, Kansas 67002
(913-539-0591) - Work (913-762-2529) - Junction City

Team I - Clay, Geary, Riley, Pottawatomie

#216-121 A South 4th
Manhattan, Kansas 66502
Phone: 913-539-0591

Team II - Jewell, Mitchell, Lincoln, Ellsworth, Republic, Cloud,
Ottawa, Saline

139-B North Santa Fe - Arcade
Salina, Kansas 67401
Phone: 913-825-7175

Team III - Dickinson, Morris, Wabaunsee, Marion, Chase, Lyon

Suite 7-501 1/2 Commercial
P.O. Box 851
Emporia, Kansas 66801
Phone: 316-343-6542

Area IV - Mike Forbes, 419 North Central, Parsons, Kansas 67357
(316-421-6774) - Home

Team I - Bourbon, Crawford, Labette, Cherokee

408 N. Walnut, Suite 2
P.O. Box 1381
Pittsburg, Kansas 66762
Phone: 316-232-2621

Team II - Woodson, Allen, Wilson, Neosho, Montgomery

211 E. Laurel
Independence, Kansas 67301
Phone: 316-331-2302 or 2303

Area V - George Betancourt, 494 Park Drive, P.O. Box 33, Bonner Springs, Kansas 66012 (913-422-2059) - Home

Team I - Washington, Marshall, Nemaha, Brown, Doniphan, Atchison

823 Central Avenue
P.O. Box 208
Horton, Kansas 66439
Phone: 913-485-2111 or 2112

Team II - Douglas, Jefferson, Jackson

P.O. Box 1077
9th and Vermont
Lawrence, Kansas 66044
Phone: 913-841-7933, 7934 or 7935

Team III - Osage, Franklin, Miami, Coffey, Anderson, Linn

P.O. Box 199
Ottawa, Kansas 66067
Phone: 913-242-1136 or 1137

An inquiry concerning application for CETA participation should be directed to the appropriate prime sponsor office or the Director of the CETA/Vocational Education Unit, 120 East 10th, Topeka, Kansas, 66612, (913) 296-4914.

XIV. WORK STUDY PROGRAMS

A. Work study programs shall be furnished only to a student who:

1. has been accepted for enrollment (or, if already enrolled, is in good standing and in full-time attendance) in an approved vocational education program;

2. is in need of the earnings from such employment to commence or continue in the vocational program; and

3. is at least 15 years of age and less than 21 years of age at the date of the commencement of employment and is capable in the opinion of the appropriate school authorization of maintaining good standing in the school program while employed under the work study program.

B. Students in the work study program are limited to 20 hours of employment during any week in which classes the student is enrolled are in session.

C. No student employed under a work study program shall be compensated at a rate which exceeds the hourly rate prevailing in the area for persons performing similar duties.

1. The State, using Federal work study dollars, will reimburse 50% of the students' wages.

2. The Federal matching money is subject to availability of funds.

D. Employment under a work study program shall be for the local educational agency or for some other public or non-profit private agency or institution. Students employed through this program shall not be deemed employees of the United States, or other Federal service, for any reason.

E. Where students are employed in agencies other than the local educational agency, a written agreement must be made between the LEA and the agency where the student is employed.

F. Applications for work study programs are available upon request from the State Department of Education, Vocational Education Administration Section. (See Appendix H for example).

XV. RESEARCH COORDINATING UNIT (RCU)

A. Purpose:

1. Coordination of projects and activities pursuant to P.L. 94-482, Section 130 including:

   a. Exemplary and Innovative Funds (Section 132)
   b. Curriculum Funds (Section 133)
   c. Research Funds (Section 131)

2. Test effectiveness of activities involving experimental, pilot, and developmental programs.

3. Provide for special developmental programs for target groups, population, individuals and areas.

4. Integrate vocational education efforts with other agencies and programs working toward a similar goal.

5. Provide a means of reaching statewide objectives for vocational education.

B. Approval Procedure:

1. Proposals will be received by the RCU for projects that meet objectives and criteria described in the five and one-year State Plan for Vocational Education in the RCU section.

2. Proposals will be received for the following year to December 1.

3. Review committees will review and recommend proposal approval.

4. Proposals may be approved in whole or in part.

5. Proposals will be approved for funding one year at a time. No proposal will be approved that is more than one year without the intent of continued funding in sequential years. Annual evaluation and sequential proposals must be submitted for extended approval. (See D-4 of this section).

6. The RCU will review its goals and objectives relevant to approved proposals and announce those objectives not met for the purpose of seeking additional proposals.

7. Additional proposals will be reviewed as received, Step 5 may be repeated.

C. General Review Procedure:

1. Proposals will be reviewed and given priority ranking based on:

   a. Extent the objective is reached.
   b. Priority of the objective as identified in the Five and One-Year State Plan for Vocational Education.
   c. Consideration given to the elimination of sex bias and sex stereotyping.
   d. Service to areas of high unemployment and economic depression.
   e. Contribution to meeting manpower needs.
   f. Providing for new and changing occupations.
   g. Target populations served.
   h. Number of persons to benefit.

2. Proposals must provide for statewide or large area dissemination of the results.

3. Proposals must show local assumption of costs after federal funds cease.

4. Cost-effective proposals.

D. Preparation of Proposal: (See Appendix H for sample form)

1. Submit three typewritten copies of the proposal to:

   Research Coordinating Unit
   Vocational Education Administration Section
   120 East Tenth Street
   Topeka, Kansas 66612

2. Include a RCU proposal cover sheet with each proposal.

3. The proposal sheet includes: (original proposal)

   a. Cover sheet.
   b. Overview of project
   c. Identification of objective(s) and activities set forth in State Plan by number and/or page and a description of how the project will meet this objective. (Proposals submitted that do not specifically strive toward a State Plan Objective must include background and a justification of need.)
   d. Objectives specific to the proposal.
   e. Procedure for meeting objectives.

      (1) format
      (2) location
      (3) time frame
      (4) methodology
      (5) personnel involved, including qualifications
      (6) facilities and equipment available

   f. Budget

      (1) Federal funds requested
      (2) Other contributions (State and local effort)
      (3) Budget notes necessary for clarity (Listing of specific equipment, materials, supplies, etc. and their intended use)
      (4) Identification of financial needs on an annual basis. If more than one year is requested, budgets must be provided for each year.

   g. Provision for elimination of sex bias and sex stereotyping.
   h. Identification of unemployment and economic depression in the area relevant to the project.
   i. How the project will assist in meeting manpower needs (identify need).
   j. Occupations serviced by project.
   k. Target populations to be served (disadvantaged, handicapped, women, school dropouts, persons entering labor market for first time, economically depressed, aging, etc.)
   l. Total persons to be served.
   m. Provisions for statewide or large area dissemination and followup.
   n. Procedure for evaluation (annual)

4. Sequential Proposals

Project proposal may be submitted that extend over a three-year period. Proposals and funding will be approved on a yearly basis. Such approval implies the intent of the RCU to approve the second and third year contingent upon the availability of funds and the satisfactory progress of the project. Federal funds may be reduced each year. (See C, 3 above.) Sequential proposals shall include:

a. Progress report of items D, 3 a-n
b. Evaluation of success to date.
c. Budget information and expenditure reports.
d. Revision requested.
e. Budget request for current year.

E. Reports:

1. Quarterly financial reports shall be submitted to the RCU. The reports will include a financial statement and a brief narrative of progress.

2. Upon completion of the project, a complete report will be made available on a statewide basis.

F. Revision of Projects:

Project directors shall keep the RCU informed of any change necessary for completion of the project. Budget revisions are necessary if line items vary more than 10%. All requests shall be made in writing.

G. Discontinuation of Projects:

Failure of the project to reach its stated goals, submit requested reports or follow guidelines set forth in this section will be just cause for discontinuation of a project. All supplies, equipment, materials, etc. purchased with Federal funds will be returned to the RCU.

H. Federal funds will be distributed on a reimbursement basis upon receipt of an acceptable quarterly report of the project.

XVI. VOCATIONAL EDUCATION PERSONNEL TRAINING

A. The purposes of Vocational Education Personnel Training is (1) to improve the state's Vocational Education programs and (2) provide services which support those programs (3) improve the qualifications of persons serving or preparing to serve in Vocational Education programs. (4) This includes teachers, administrators, supervisors, and vocational guidance and counseling personnel.

B. Support may be given to those programs or projects designed to develop Vocational Education Personnel through:

1. Training or retraining for teachers and supervisors and trainers of teachers in Vocational Education personnel through new and emerging occupations.

2. In-service training for Vocational Education teachers and other staff members to improve the quality of instruction, supervision and administration of Vocational Education programs, and to overcome sex-bias and sex role stereotyping in Vocational Education programs.

3. Provisions for exchange of Vocational Education teachers and other personnel with skilled workers or supervisors in business, industry, and agriculture, and the development and operation of cooperative programs involving periods of experience in commercial, industrial, or other public or private employment related to the subject matter taught in such schools.

4. Training to prepare journeymen in the skilled trades or occupations for teaching positions.

5. Training for persons who are disadvantaged or handicapped, or who are of limited English-speaking ability, and to train or retrain counseling and guidance personnel to meet the special needs of these persons.

6. Provision of short-term or regular session institutes designed to improve the qualifications of persons entering or re-entering the field of Vocational Education in new and emerging occupational areas in which there is a need for such personnel.

XVII. ADMINISTRATION AND SERVICES (STATE LEVEL)

A. The State Department of Education is Responsible for:

1. Leadership and direction of vocational education programs in the State.

2. Establish and evaluate standards for development and operation of secondary, postsecondary, adult, and special programs in vocational education.

3. Planning and promoting State programs in vocational education.

4. Service to local schools by assisting with:

   a. surveying and planning for new vocational education programs.
   b. instructional problems in vocational education.
   c. improving program qualities.
   d. improving local programs of youth and adult organizations.
   e. evaluating of vocational education programs.

5. Planning and promoting the importance of vocational student organizations as integral parts of programs.

6. Cooperate with other agencies in planning vocational education.

7. Planning and coordinating research for state-wide needs.

8. Compile data from local program reports to compute state and federal reimbursement of vocational education programs.

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AGRICULTURAL EDUCATION GUIDELINES

I. DESCRIPTION

Agriculture/Agribusiness in Kansas is basic to the economy of the State, generating billions of dollars and requiring the efforts of approximately one-third of the Kansas labor force. Of the total persons engaged in agriculture/agribusiness occupations in Kansas, a majority are in production (farming and ranching) agriculture, while the balance are engaged in supplies, services, processing, and other supportive agriculture/agribusiness occupations. Vocational agriculture/agribusiness is that phase of our educational system which prepares the student for an occupation in the industry of agriculture.

II. PURPOSES AND GOALS

The purpose of vocational agriculture/agribusiness education is to provide an instructional program for persons who wish to develop and/or supplement skills in agriculture/agribusiness occupations and to meet the manpower needs for persons with marketable agriculture/agribusiness skills.

The goals of vocational agriculture/agribusiness education are:

1. To develop an understanding and appreciation of career opportunities in agriculture/agribusiness and of the preparation needed to progress in agriculture/agribusiness careers.
2. To develop agriculture/agribusiness competencies for persons to maintain the required secondary and/or postsecondary placement rate and to advance in agriculture/agribusiness occupations through a program of continuing education.
3. To develop those abilities in human relations which are essential in agriculture/agribusiness occupations such as business communications, how to get along with other people on the job, and to identify the occupations available for each student.
4. To develop the ability needed to exercise and follow effective leadership through participation in activities of specific student and adult organizations. (Future Farmers of America, Local Postsecondary Agricultural Organization, Kansas Young Farmers and Young Farm Wives Educational Association.)

III. PROGRAM INFORMATION

A. Agriculture/Agribusiness programs in Vocational Education are comprised of students participating in individual and group instruction, and supervised learning experiences organized in courses, unit courses, and modules. These programs are designed to develop competencies preparing and upgrading youth and adults for employment in recognized Agriculture/Agribusiness occupations.

B. Levels of Programs (The term "program" refers to a sequence of classes, tied with meaningful supervised occupational experience, integrated with leadership, citizenship and cooperation activities which prepare the student for employment and/or entrepreneurship in his or her chosen occupation.)

1. Exploratory

a. Exploratory agriculture/agribusiness programs at the 7th, 8th, 9th and/or 10th grade levels may be included with exploration of all occupational clusters.

b. Exploratory programs in agriculture/agribusiness are eligible for local vocational funds provided a state approved curriculum is offered at both the exploratory and specialized levels.

c. Instructional outlines for exploration of agriculture/agribusiness occupations are available from the State Department of Education.

2. Secondary

a. The secondary instructional program is designed to be two or more years in length.

b. The secondary instruction should be developed around one of the following types of programs of specialization in agriculture/agribusiness occupations.

(1) PRODUCTION AGRICULTURE 01.0100
Subject matter and planned learning experiences which are concerned with the study and operations involved in the planning related to and the economic use of facilities, land, water, machinery, chemicals, finance, and labor in the production of plant and animal products. Activities include classroom instruction and laboratory experiences in and out of school, including farms and ranches.

(a) agricultural production programs should use the Kansas Core Curriculum units as a basis for the instructional programs. Units are available from the Kansas Curriculum Materials Dissemination Center, Pittsburg State University. (See personnel directory in front of this Handbook).

(2) AGRICULTURAL SUPPLIES/SERVICES 01.0200
Subject matter and learning experiences concerned with preparing students for occupations involved in selling supplies used in agricultural production, providing services requiring agricultural knowledge and skills, and the purchasing, grading, storing, transporting and marketing of the products of agricultural production.

(3) AGRICULTURAL MECHANICS 01.0300
A combination of subject matter and learning experiences designed to develop abilities and competencies for successful job entry in occupations performing the common operations involving the selection, operation, maintenance, service, sales, and use of agriculture/agribusiness power units, machinery, equipment, structures, and utilities.

(4) HORTICULTURE 01.0500
Organized subject matter and practical experiences concerned with production, processing, marketing and services involving plants, shrubs and trees used principally for ornamental, recreational and esthetic purposes. Students qualify for entry and career advancement in horticultural occupations.

(5) RENEWABLE NATURAL RESOURCES 01.0600
A combination of subject matter and planned learning experiences involved in the planning related to and improvement of natural resources to include soil, water, air, land (range and artic), fish and wildlife. Included is the study of the principles of management and practice of resources mechanics.

c. The type of program to be offered by a school is subject to approval by the State Department of Education, whose decision is to be based upon intensity of need and curriculum materials available.

d. Program Organization

(1) The classroom/laboratory instruction and supervised occupational experience is designed in a systematic order to include:

(a) An introductory phase including a minimum of 180 hours of instructions;

(b) A specialized phase including a minimum of 540 hours of instruction;

(c) Students should receive a minimum of 450 hours of supervised occupational experience during their enrollment in the program.

(d) Where leadership training is offered (FFA) shall be integrated into the total offering (introductory and specialized) with approximately 10% of the instructional time allocated to that phase of the program.

(2) Classroom/laboratory instruction should be structured in accordance with the type of program to be offered:

(a) Agricultural Production Programs --

20 percent animal production, 20 percent crops and soils, 20 percent farm management, and 40 percent in related mechanics.

(b) Agricultural Supplies and Services Programs --

25 percent animal production, crops and soils and business management; 30 percent in agricultural chemicals, feed, seed and fertilizer; 20 percent employment related skills; and 25 percent in related mechanics.

(c) Horticulture Programs --

35 percent greenhouse and floriculture; 30 percent in nursery, turf, and landscaping; 20 percent in employment related skills; and 15 percent in related mechanics.

(d) Agricultural Mechanics Programs --

20 percent power and machinery; 20 percent structures and conveniences; 20 percent construction and maintenance; 10 percent rural electricity; 10 percent soil and water management, and 20 percent employment related skills.

(e) Renewable Natural Resources --

10 percent land use planning; 10 percent minerals and mineral fuels; 10 percent range and forest management; 10 percent recreation management; 15 percent soil, air and water conservation; 10 percent fish and wildlife management; 20 percent employment related skills; and 15 percent related mechanics.

(3) The introductory phase should have no more than 20 students per instructional class.

(4) The specialized phase should have:

(a) at least ten students enrolled;
(b) not more than 18 students per instructional class;
(c) Maximum student load per instructor of no more than 54 students in the specialized phase.

(5) All students should receive supervised occupational experience in addition to the classroom instruction. This supervised experience can be obtained through an entrepreneurship or as an employee on a farm or in an agricultural related business and/or laboratory within the school. Minimum standards for supervised occupational experiences are:

(a) students receiving their supervised occupational experience through employment must be compensated by the employer.

(b) training agreements are required for all students who obtain their supervised occupational experience as an employee. This agreement outlines the tasks the student will perform sometime during the year to acquire skills, will be jointly developed by the instructor, employer, and student. One copy must be retained by the instructor, employer, and the student. One copy shall be submitted to Vocational Education Administration, State Department of Education.

(c) An accurate record shall be kept by the student of his or her supervised experience, including compensation, hours worked, skills attained and other information as selected by the instructor.

(d) The supervised occupational experience program of a student shall be related to his or her vocational objective.

(6) Special Needs -- See Section XII -- General Provisions of this Handbook.

(7) Criteria for program class structure:

(a) Number of instructors, number of students, program length in years, and type of program are taken into consideration in developing the program structure.

(b) If low enrollment occurs in the Vocational Agriculture program, schools may have the following options:

1) Agriculture Cooperative Instructional Method for Production Agriculture Program for Senior Vocational Agriculture Students.

a) Core I - 9th grade - 180 hours
b) Core II - 10th grade - 180 hours
c) Core III* - 11th grade - 180 hours
d) Core IV* - 12th grade - 180 hours

TOTAL-----720 hours

*The instructor may combine classes and alternate the instructional material each year.

e) Directly Related Instruction - 180 hours (For those students who are enrolled in the cooperative phase of the program)

The instructor should have one hour of coordination time per day for each 10-14 students enrolled in the cooperative phase of the program.

General Related instruction will be incorporated into Core III and IV instruction during the junior and senior years.

i) Adult Farmer Program. In lieu of directly related instruction as illustrated in Option 1) the instructor may have an adult program. See Section 4. Adult Farmer Program for Guidelines.

ii) Young Farmer Program. A Young Farmer program may be offered in place of the directly related instruction as illustrated in Option 1). The instructor should have one hour of coordination time per day for each 10 students enrolled in the Young Farmer program.

iii) Young Farmer Business Analysis Program. The Young Farmer Business Analysis program may be offered in lieu of the directly related instruction as illustrated in Option 1). The instructor should have one hour of coordination time per day for each 10 students enrolled in the Young Farmer Business Analysis Program. See Section 4. Adult Programs for Guidelines.

(c) A definite sequence of classes must be established for students within a program.

(8) Agricultural Cooperative Instructional Methods:

(See Section XI of General Provisions)

(9) Advisory Council (See Section VI of General Provisions)

(10) Travel funds should be provided in addition to the instructor's salary in order that the agricultural education instructor may supervise and coordinate the supervised occupational experience phase of the program, conduct field trips, attend conferences, and for any travel incidental to the vocational agriculture/agribusiness program.

(11) All approved programs of secondary vocational agriculture/agribusiness include classroom/laboratory and supervised occupational experience instruction.

(a) Instructional responsibilities during the school months:

1) Organize and expedite the classroom/laboratory instruction as described in this "secondary Part B" of the Agricultural Education Guidelines.

2) The instructor should arrange for all students to receive supervised occupational experience and assist them in keeping accurate records of their experiences.

3) Make regular supervisory visits to all students.

4) Work with students who are preparing to participate in various competitions connected with vocational agriculture/agribusiness education.

5) Advise and guide the FFA activities carried out by the members for development of their cooperative, citizenship, and leadership skills.

6) Work with the adults in the community through an adult agricultural education program.

7) Attend meetings called by Program Specialist in Agricultural Education, Educational Assistance.

(b) Instructional responsibilities during the summer months:

1) Supervision of all students' occupational experience programs. Supervision time should average approximately one day per student enrolled in the specialized phase of the agriculture/agribusiness program.

2) Providing individual instruction for students and adults.

3) Keeping records of students' supervised occupational experience programs, placement and follow-up studies, youth leadership activities, and needed inventories.

4) Visitation and cooperation with other agricultural agencies in the community.

5) Planning and supervising the local FFA and Young Farmer activities.

6) Participate in professional improvement by attending the annual Agricultural Education Conference.

7) Conduct community surveys and arrange for training stations when needed.

8) Arranging and reconditioning classroom and shop equipment.

9) Visit homes of new or prospective students.

10) Planning instruction for day students, adult programs, ordering and preparing instructional material, making arrangements for resource people, demonstrations and field trips.

11) The instructor should submit a planned schedule of supervisory visits and other activities planned for the period between the end of one school session and the opening of the next scheduled session. Accomplishments should be filed with the administrator once each month.

12) Student Organizations:

The leadership training shall be a significant, essential and integral part of the agricultural education program. It makes an important contribution to the guidance and educational development of the student. All approved programs of secondary agriculture/agribusiness education should maintain and operate a local chapter of Future Farmers of America (FFA) which will submit annually a membership roster, program of activities, and annual report with the State Association. The local advisor(s) shall be the Vocational Agriculture instructor(s).

13) Facilities and Equipment

a) Classroom -- Tables are recommended over desk-chairs. Ample chalk and bulletin boards should be available. A laboratory bench with sink is highly desirable. Storage cabinets should be available for the large amount of visual aids and instructional materials.

b) Agricultural laboratories -- Laboratory facilities should meet the needs of the type of program(s) being offered.

c) Vocational Agriculture/Agribusiness Office -- An important part of any vocational agriculture/agribusiness facility is an office, from which both the laboratories and classroom can be easily viewed. It is highly recommended that the office, in addition to other necessary furnishings, have a telephone since a large amount of the instructor's work is done after school hours and/or during the summer at which time the school office is closed.

d) A handbook for facilities, equipment, and tools can be obtained from the State Department of Education, Agricultural Education Office.

14) Instructor Qualifications -- Refer to the Certification Handbook (certification standards for instructors of vocational agriculture/agribusiness.)

3. Postsecondary Programs:

a. These programs are designed for persons who have completed and/or left high school and who are available for an organized program of study for grades 13 and/or 14.

b. Time provided for class instruction, supervised laboratory and/or appropriate occupational employment experiences must be reviewed and receive prior approval from the Vocational Education Administration.

c. A minimum of 450 hours of supervised occupational experience is recommended per year. If a two-year program, then a minimum of 900 hours is recommended. Supervised occupational experience may be gained through:

(1) Agriculture/agribusiness employment

(2) School laboratory

(3) Entrepreneurship program

d. Training agreements must be submitted for all students in the program to the Vocational Education Administration Office.

e. Approved program options should have a minimum of 300 students instructional hours per week.

f. All students should have a declared occupational objective in agriculture.

g. The following titles are recommended for agricultural/agribusiness postsecondary vocational programs:

(1) 01.0100 Production Agriculture Area
Farm and Ranch Management
Feedlot Management
Irrigation Management

(2) 01.0200 Agricultural Supplies and Services Area
Agribusiness Management
Agribusiness Supplies

(3) 01.0300 Agricultural Mechanics Area
Agricultural Tractor and Machinery Mechanics
Agricultural Tractor Mechanics
Agricultural Machinery Mechinics

(4) 01.0400 Agricultural Products, Processing and Marketing Area -
A combination of subject matter and planned learning experiences designed to develop student competencies in processing of food and non food agricultural products.

(5) 01.0500 Horticulture Area
Nursery Management and Landscape
Greenhouse and Floral Production
Lawn and Turf Management

(6) 01.0600 Renewable Natural Resources
(conservational, utilization, and service area)
Recreation and Conservation Management
Recreation Area Management
Agricultural Renewable Natural Resources Conservation

(7) 01.0700 Forestry Area -
A combination of subject matter and learning experiences concerned with the multiple use of forest lands and products.

(8) 01.9900 Agriculture/Agribusiness, Other
Animal Hospital Technology

h. Instructor Qualifications -- Refer to Certification Handbook (Certification Standards for Instructors of Vocational Agriculture/Agribusiness).

i. Special Needs Classes -- See Section XII - General Provisions, of this Handbook.

j. Student Organization -- each program of postsecondary agriculture/agribusiness education should have a local student organization for the development of leadership, cooperation, and citizenship skills.

k. Advisory Council -- See Section VI of General provisions.

4. Adult Classes (See Section III of General Provisions)

a. Adult Preparatory Classes:

Class is designed for students 16 years of age or older and who have left or completed high school and who wish to obtain skills for employment at the completion of the program.

b. Adult Supplementary Program:

(Class is less than full-time in nature; students are 16 years of age or older and have left or completed high school; and students are engaged in an occupation of which the class is supplemental.)

(1) Young Farmer Class Recommendations:

(a) Minimum of 15 two-hour periods of approved instruction.

(b) Minimum class enrollment of ten members.

(c) The teacher is encouraged to make supervisory visits to each class member on their home farm during the school year for the purpose of assisting with improvement of the Young Farmers management practices.

(d) Local instructors are responsible for securing the services of resource personnel for classes.

(e) Local Young Farmer classes are encouraged to affiliate with the Kansas Young Farmers and Young Farm Wives Educational Associations.

(f) Young Farmer classes are reimbursed through local education agencies by the State Department of Education. County-wide programs should organize under one local school district with one teacher serving as a coordinator.

(g) In multiple teacher departments, one teacher should be designated the advisor of the chapter and he will be responsible for coordinating the class.

(2) Adult Farmer Class Recommendations:

These classes are designed to meet the needs of established farmers to improve their efficiency in farming and ranching. It is recommended the class shall formally meet a minimum of ten, two-hour sessions. The instruction shall be under the coordination of a certified agriculture/agribusiness education instructor.

(3) Young Farmer Business Analysis Program Recommendations:

(a) The program provides systematic instruction in farm and ranch management through a record analysis of their individual farming operation.

(b) The maximum number enrolled per instructor is 40 farm individuals.

(c) The main purpose of the program is to help young farmers and ranchers achieve family goals through a sequence of management instruction. Most programs consist of the following courses:

First Year - Keeping Farm Records and Accounts
Second Year - Farm Record Summary and Analysis
Third Year - Farm Planning and Reorganization
Beyond Third Year - Advanced Farm and Ranch Management Instruction

(d) Recommended Minimum Instructional Hours:

a) Farm Mgt. (Classroom and field trip) - 4/3 hr. classes per month for 8 months

	Ind. Student Hrs.
4 x 3 x 8	92

b) Small Group Instruction (Mgmt., Production, and Accounting) - 30 hours per year 30

c) Individualized Instruction (on-farm) - 3 hrs per month x 11 months, 3 x 11 33

d) Supervised Occupational Experience (on-farm) - 6 hours per month for 12 months, 6 x 12 72

TOTAL INSTRUCTIONAL HOURS 231 hours

c. Adult Program Instructor Qualifications -- Refer to Certification Handbook (Certification Standards for Instructor of Vocational Agriculture/Agribusiness)

(4) For other agricultural education adult classes, see General Provisions III.

IV. RECORDS AND REPORTS
(See General Provisions I, II, III, VIII and Vocational Education Deadline Calendar)

V. ADMINISTRATION AND SERVICES (STATE LEVEL)
(See also General Provision, Section XVII.)

The State Department of Education is responsible for:

A. Leadership and direction of the Agricultural Education programs in the state.

B. Establish and evaluate standards for development and operation of secondary, postsecondary, and adult programs in Agriculture Education.

C. Planning and promoting State programs of Agricultural Education.

D. Service to Local Schools by assisting with:

1. Surveying and planning for new Agricultural Education programs.
2. Program organization and/or curriculum in Agricultural Education.
3. Improving the quality of program in Agricultural Education.
4. Improving local programs of youth and adult organizations.
5. Evaluating Agricultural Education Programs.

E. Planning and promoting the Kansas Future Farmers of America, the Kansas Young Farmers Educational Association and postsecondary student organizations as associations are incorporated under the laws of Kansas.

F. Cooperate with other agricultural agencies on agricultural programs.

G. Planning and coordinating research for state-wide needs in agriculture/agribusiness.

H. Planning and coordinating annual conference for agricultural education instructors.

VII. OCCUPATIONAL CODES

The following occupational codes must be used when reporting students occupational objectives in Agriculture/Agribusiness.

A. 01.0100 - Production Agriculture
B. 01.0200 - Agricultural Supplies/Services
C. 01.0300 - Agricultural Mechanics
D. 01.0400 - Agricultural Products, Processing, and Marketing
E. 01.0500 - Horticulture
F. 01.0600 - Renewable Natural Resources
G. 01.0700 - Forestry
* H. 01.0900 - Agriculture/Agribusiness, other.

* If this occupational code is used, the specific occupation must be specified on the VE-50 for each student.

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BUSINESS OCCUPATIONS GUIDELINES

I. DESCRIPTION, PURPOSE AND GOALS

Business Occupations is composed of Distributive Education, Office Education and Data Processing at the secondary, postsecondary, and adult levels. Business Occupations has as its purpose initial preparation, refresher and/or upgrading or retraining individuals leading to employment and advancement in these fields. The objective of these programs is immediate gainful employment or advancement.

II. PROGRAM INFORMATION

A. Method of Instruction

1. Cooperative

The term 'cooperative education' means a program of vocational education for persons who, through written cooperative agreements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and his or her employability. Work periods and school attendance may be alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. Labor laws require that students employed while enrolled in a cooperative vocational program must be compensated by the employer.

2. Simulated

Simulation is a supervised laboratory experience. Both simulation and/or laboratory programs should encompass general related and directly related instruction. Laboratory or simulation must also equal the amount of the on-the-job training hours (450 hours), as it relates to the students' vocational objective.

3. Related Business Occupations

Programs that are basically postsecondary such as Insurance, Fashion Merchandising, Secretarial, Court Reporting and others which do not entail a cooperative (OJT) component.

4. Adult Business Occupations Classes

Adult vocational education may be offered in the evening or daytime hours for out-of-school youth and individuals who want to learn new skills or upgrade skills which will lead to (1) immediate employment, (2) change of employment, or (3) advancement in their present position. Only the areas covered in the taxonomy will be considered for reimbursement. (See Appendix E for sample application for class reimbursement)

B. Program Qualifications

1. Class Size

The recommended minimum size for a directly related class is 10 students with a maximum of 18. Generally related classes may have as many as 25 students but should not have less than ten.

2. Coordination Time

An instructor-coordinator of a cooperative program should have one hour per day of coordination time for 10 to 14 students. Fifteen students or more may require at least two hours of coordination time.

3. Training Agreements

Training agreements are a requirement of cooperative Business Occupations programs. One copy of this agreement must be sent to Vocational Education Administration, Kansas State Department of Education. This agreement outlines the on-the-job tasks each student will perform sometime during the school year.

4. Supervised Occupational Experience (on-the-job training)

A minimum of 450 hours of on-the-job training is recommended for each cooperative student. Most students work an average of 15 hours per week during the regular school year and must abide by Federal and State Labor Law regulations. An accurate record should be kept by the student of the supervised experience, including compensation, hours worked, skills attained and other information as selected by the instructor-coordinator.

5. New Programs

New Programs must be planned in consultation with the Business Occupations education specialist and Vocational Education Administration. See General Provisions, Section I.

6. Instructor Certification

See Certification Handbook

7. Instruction includes:

   a. Directly related -- is based on the student's occupational objective and on-the-job training outline. It is designed to be a one-year (180 hour) course of instruction.

   b. Generally related -- is information provided for all students which is applicable to all workers. It is designed to be a one year (180 hour) course of instruction. Curriculum units are available through the Kansas Curriculum Materials Dissemination Center, Pittsburg State University, Pittsburg, Kansas 66762.

8. Ten-Month Program

   A Business Occupations program should be at least a ten-month program. Instructor-coordinator responsibilities to be performed during the tenth month of operation are:

   a. Pre-employment orientation classes for incoming CCVEP students. (This could involve at least 10-hours of instruction.)

   b. Placement of incoming students into training stations.

   c. Participation in State Vocational meetings for in-service training.

   d. Appear before civic, trade and professional organizations.

   e. Hold advisory council meetings.

   f. Visit homes of new or prospective students.

   g. Develop a training agreement with employers for each student.

   h. Expand student placement into new and emerging occupations.

   i. Review student occupational objectives, identify directly related curriculum materials, and order materials for student use.

   j. Conduct community employment surveys.

9. Student Organizations

   Office Education and Distributive Education secondary and postsecondary - Student organizations are highly recommended. The Distributive Education Clubs of America (DECA) and Office Education Association (OEA) operates at the local chapter, state association, and national organizations levels. The chapters are closely related to course content. The outcome is vocational understanding, leadership development, civic conscientious, and social intelligence. All four of these are stressed through the DECA and OEA instructional procedures. Instead of being an extracurricular, student organizations are intracurricular (rather than extracurricular), using class time

for educational experiences that are student centered. Overall, the club organizations make an important contribution to the guidance in educational development of the student. A new OEA or DECA club should make application to the club sponsor-advisor in Emporia State University Business Education Department to form a local chapter. A local constitution must accompany the charter request.

10. Advisory Council - See General Provisions, Section VI.

11. Travel Funds

Travel Funds should be provided in addition to the instructor's salary in order that the instructor-coordinator may supervise and coordinate the occupational experience, conduct field trips, attend conferences, and for any travel incidental to the program.

12. Facilities

Facilities housing this program should allow for a minimum of 40 square feet per student which would include space for the equipment, storage and room for the instructor-coordinator to meet with students individually. A telephone is recommended because of the constant contact that must be maintained with employers.

13. Funding Procedures

Allowable expenditures and financial records required of the school are made in accordance with the policies set forth in the State Plan for Vocational Education.

III. RECORDS AND REPORTS

See General Provisions I, II, III, VIII, and Vocational Education Deadline Calendar.

IV. ADMINISTRATION AND SERVICES FROM STATE LEVEL - See General Provisions, Section XVII.

V. OCCUPATIONAL OBJECTIVE (STUDENT AND PROGRAM) CODES

A. The following taxonomy is used when beginning a program and is referred to on the statistical reporting required by the Federal Government:

1. Distributive Education* - 04.0101

04.0100 Advertising Services
04.0200 Apparel and Accessories***
04.0300 Automotive***
04.0400 Finance and Credit
04.0500 Floristry***
04.0600 Food Distribution
04.0700 Food Services***
04.0800 General Merchandise
04.0900 Hardware, Building Materials, Farm and Garden Supplies and Equipment

04.1000	Home Furnishings
04.1100	Hotel and Lodging***
04.1200	Industrial Marketing
04.1300	Insurance
04.1400	International Trade
04.1500	Personal Services
04.1600	Petroleum
04.1700	Real Estate
04.1800	Recreation and Tourism
04.9900	Distributive Education, Others**

2. Office Occupations - 14.0101

14.0100	Accounting and Computing
14.0201	Computer Operator
14.0202	Keypunch
14.0203	Programmer
14.0299	Other Business; Data Processing
14.0300	Filing, Office Machines, and General Clerical Occupations
14.0400	Information Communication Occupations
14.0500	Materials Support Occupations; Transporting, Storing and Recording
14.0600	Personnel, Training Related
14.0700	Stenographic, Secretarial and Related
14.0800	Supervisory and Administrative Management
14.0900	Typing and Related
14.9900	Other Office Occupations Not Elsewhere Classified**

*Distributive and Office Education Taxonomy as listed by the U.S. Office of Education and in Vocational Education and Occupations, OE 80061 -- U.S. Department of Health, Education and Welfare, Office of Education and U.S. Department of Labor, Manpower Administration, U.S. Government Printing Office, 1969.

**If this Category is used, you must send the information on the specific occupation of the student with the completion report (VE-50) at the end of the school year.

***Be sure DE codes are assigned properly.
example: Automotive Repair is an Industrial Education code -- Automotive Sales is a DE assigned code -- Food Services may apply to DE for Sales and Distribution -- Fry Cook and Food Preparation should be assigned to Home Economics codes.

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CCVEP
Combination Cooperative Vocational Education Guidelines

I. DESCRIPTION

The Combination Cooperative Vocational Education Program provides an opportunity for schools in small communities to offer vocational education with supervised on-the-job training in a variety of occupations. CCVEP can be utilized in communities which are not large enough to provide part-time employment in sufficient quantity or where the high school enrollment is not large enough to justify separate vocational service area cooperative programs.

II. PURPOSE AND GOALS

CCVEP is a program designed to assist the local community in meeting its manpower needs. This program prepares students for employment in Vocational Education related to Agricultural, Distributive, Health, Home Economics, Industrial and Office occupations. The objective of this program is to prepare the student for employment.

III. PROGRAM INFORMATION

A. Method of Instruction

1. Cooperative

The term 'cooperative education' means a program of vocational education for persons who, through written cooperative agreements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and his or her employability. Work periods and school attendance may be alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. Labor laws require that students employed while enrolled in a cooperative vocational program must be compensated by the employer.

2. Simulated

Simulation is a supervised laboratory experience. It is not recommended since laboratory experiences may be limited.

B. Program Qualifications

To qualify for a Combination Cooperative Vocational Education Program, the community served by the high school should have a population of less than 5,000 or the high school should have an enrollment of 400 students or less in grades 9-12. Larger communities or schools should initiate individual service area cooperative programs.

C. Class Size

The recommended minimum size for a directly related class is 10 students with a maximum of 18. Generally related classes may have as many as 25 students but should not have less than 10.

D. Coordination Time

An instructor-coordinator of a cooperative program should have one hour per day of coordination time for 10 to 14 students. Fifteen students or more may require at least two hours of coordination time.

E. Training Agreements

Training agreements are a requirement of the CCVEP program. One copy of this agreement must be sent to Vocational Education Administration Kansas State Department of Education. This agreement outlines the on the job tasks each student will perform sometime during the school year.

F. Supervised Occupational Experience (on-the-job training)

A minimum of 450 hours of on-the-job training is recommended for each cooperative student. Most students work an average of 15 hours per week during the regular school year and must abide by Federal and State Labor Law regulations. An accurate record should be kept by the student of the supervised experience, including compensation, hours worked, skills attained and other information as selected by the instructor-coordinator.

G. New Programs

New Programs must be planned in consultation with the CCVEP education specialist and Vocational Education Administration. See General Provisions, Section I.

H. Instructor Certification

Instructor-coordinators of the CCVEP program must be certified in at least one of the Vocational Service areas: Agriculture, Business Occupations, Health, Home Economics, or Industrial Education. See Certification Handbook for the service area requirements. One additional requirement for CCVEP instructor-coordinators is the course Methods of Teaching Cooperative Vocational Education Programs. (See Certification Handbook for specific service area requirements.)

I. Instruction includes:

1. Directly related - - is based on the student's occupational objective and on-the-job training outline. It is designed to be a one year (180 hour) course of instruction.

2. Generally related - - is information provided for all students which is applicable to all workers. It is designed to be a one year (180 hour) course of instruction. Curriculum units are available through the Kansas Curriculum Materials Dissemination Center, Pittsburg State University, Pittsburg, KS 66762.

J. Ten-Month Program

A CCVEP program should be at least a ten-month program. Instructor-coordinator responsibilities to be performed during the tenth month of operation include:

1. Pre-employment orientation classes for incoming CCVEP students. (This could involve at least 10-hours of instruction.)

2. Placement of incoming students into training stations.

3. Participation in State Vocational meetings for in-service training.

4. Appear before civic, trade and professional organizations.

5. Hold advisory council meetings.

6. Visit homes of new or prospective students.

7. Develop a training agreement with employers for each student.

8. Expand student placement into new and emerging occupations.

9. Review student occupational objectives, identify directly related curriculum materials, and order materials for student use.

10. Conduct community employment surveys.

K. Student Organizations

Leadership training should be a significant, essential and integral part of the CCVEP program. It makes an important contribution to the guidance and educational development of the student. CCVEP programs should offer a local student organization to the students enrolled where possible. Each student organization may affiliate with the State and National organization that most closely serves the students occupational objectives.

L. Advisory Council - See General Provisions, Section VI.

M. Travel Funds

Travel Funds should be provided in addition to the instructor's salary in order that the CCVEP instructor-coordinator may supervise and coordinate the occupational experience, conduct field trips, attend conferences, and for any travel incidental to the CCVEP program.

N. Facilities

Facilities housing this program should allow a minimum of 40 square feet per student which would include space for the equipment, storage, and room for the instructor-coordinator to meet with students individually. A telephone is recommended because of the constant contact that must be maintained with employers.

O. Funding Procedures

Allowable expenditures and financial records required of the school are made in accordance with the policies set forth in the State Plan for Vocational Education.

IV. RECORDS AND REPORTS

See General Provisions, I, II, III, VIII and Vocational Education Deadline Calendar.

V. ADMINISTRATION AND SERVICES FROM STATE LEVEL - See General Provisions, Section XVII

VI. OCCUPATIONAL CODES

VI. OCCUPATIONAL CODES

AGRICULTURE

01.0100	Ag Production
01.0200	Ag Supply, Service
01.0300	Ag Mechanics
01.0400	Ag Products
01.0500	Ornamental Horticulture
01.0600	Ag Resources
01.0700	Forestry
01.9900	Ag, Other (Animal Care, etc.) (If used, give specific occupation)

DISTRIBUTIVE ED

04.0100	Advertising Service
04.0200	Apparel & Accessories
04.0300	Automotive
04.0400	Finance, Credit
04.0500	Floristry
04.0600	Food Distribution
04.0700	Food Services
04.0800	General Merchandise
04.0900	Hardware, Building Materials, Farm & Garden Supplies, Equipment
04.1000	Home Furnishing
04.1100	Hotel, Lodging
04.1200	Industrial Marketing
04.1300	Insurance
04.1400	International Trade
04.1500	Personal Services
04.1600	Petroleum
04.1700	Real Estate
04.1800	Recreation, Tourism
04.1900	Transportation
04.9900	Distributive Ed, Other (If used, give specific occupation)

HEALTH

07.0048	Health Career Awareness
07.0049	Health Career Exploration
07.0101	Dental Assistant
07.0102	Dental Hygienist
07.0103	Dental Lab Technician
07.0199	Dental, Other
07.0203	Medical Lab Assistant
07.0299	Medical Lab Technician
07.0301	Nurse Associate Degree
07.0302	Practical Nurse
07.0303	Nurses Assistant
07.0305	Surgical Technician
07.0399	Nursing, Other
07.0402	Physical Therapy Assistant
07.0412	Physical Therapy Helper
07.0413	Recreational Therapy Tech.
07.0421	Dietetic Aide
07.0423	Dietetic Technologist
07.0501	Radiological Technician
07.0603	Optometrist Assistant
07.0801	Mental Health Technician
07.0802	Mental Health Assistant
07.0903	Inhalation Therapy Technician
07.0904	Medical Office Assistant
07.0907	Medical Emergency Technician
07.0908	Nursing Home Administrator
07.0909	Mortuary Science
07.0921	Medical Records Secretary
07.0922	Medical Records Technician
07.0923	Medical Transcriptionist
07.9902	Ward Clerk
07.9921	Biomedical Elc. Technician
07.9922	Medical Emergency Assistant
07.9900	Health, Other (If used, give specific occupation)

OCCUPATIONAL HOME ECONOMICS

09.0201	Care and Guidance of Children
09.0202	Clothing Management Production, Serv.
09.0203	Food Management Production, Services
09.0204	Home Furnishings, Equipment Services
09.0205	Institutional Home Management Product. Services
09.0298	Home Health Aide
09.0299	Other Occupations (If used, give specific occupation)

OFFICE ED

14.0100 Accounting, Computing
14.0201 Computer Operator
14.0202 Keypunch
14.0203 Programmer
14.0299 Other Business Data Processing
14.0300 Filing, Office Machines
14.0400 Information, Comm. Occup.
14.0500 Material Support Occup.
14.0600 Personnel, Training, Related
14.0700 Stenographic, Secretarial, Related
14.0800 Supervisor Administrative Management
14.0900 Typing, Related
14.9900 Other Office Occupations
(If used, give specific occupation)

TECHNICAL

16.0100 Engineering Related Tech.
16.0101 Aeronautical Technician
16.0106 Civil Technician
16.0107 Electrical Technician
16.0108 Electronic Technician
16.0109 Electromechanic Tech.
16.0110 Environmental, Control Tech.
16.0111 Industrial Technician
16.0112 Instrument Technician
16.0116 Petroleum Technicial
16.0199 Broadcasting
16.0602 Fire Safety
16.0605 Police Science
16.9900 Other
(If used, give specific occupation)

INDUSTRIAL ED

17.0199 Air Conditioning, Refrigeration
17.0200 Appliance Repair
17.0301 Auto Body Repair
17.0302 Auto Mechanics
17.0303 Auto Specialization
17.0304 Industrial Mechanics
17.0399 Other Automotive Industry
17.0401 Aircraft Mechanics
17.0600 Business Machine Maintenance
17.0700 Commercial Art Occup.
17.0900 Commercial Photography Occup.
17.1001 Carpentry
17.1002 Electrical, Trades, Residential Wiring
17.1003 Heavy Equipment
17.1004 Masonry
17.1005 Paint, Decorating
17.1006 Plastering
17.1007 Plumbing, Pipefitting
17.1099 Other Construction, Maintenance
17.1100 Custodial Service
17.1200 Diesel Mechanic
17.1201 Fluid Power
17.1300 Drafting Occupations
17.1401 Industrial Electrician
17.1402 Lineman
17.1403 Motor Repairmen
17.1499 Other Electrical Occup.
17.1501 Electronic Commun.
17.1502 Electronic, Industrial
17.1503 Radio, TV
17.1599 Other Electronic Occup.
17.1601 Dry Cleaning
17.1602 Laundering
17.1699 Other Fabric Maintenance, Service
17.1700 Foremanship, Supervisory, Management Development
17.1900 Graphics Arts Occupations
17.2100 Instrument Maintenance, Repair
17.2301 Foundry
17.2302 Machine Shop
17.2303 Machine Tool Operator
17.2304 Metal Trades
17.2305 Sheet Metal
17.2306 Welding
17.2307 Tool & Die Making
17.2399 Other Metalworking Occup.
17.2602 Cosmetology
17.2700 Plastics Occup.
17.2801 Fireman Training
17.2802 Law Enforcement Training
17.2899 Other Public Service
17.2901 Baker
17.2902 Cook, Chef
17.2903 Meat Cutter
17.2904 Waiter, Waitress
17.2999 Other Quantity Food
17.3000 Refrigeration
17.3100 Small Engine Repair
17.3201 Electrical Power, Generating Plants
17.3202 Pumping Plants
17.3299 Other Stationary Engines
17.3301 Dressmaking
17.3302 Tailoring
17.3399 Other Textile Products, Fabrics
17.3400 Shoe Manufacturing, Repair
17.3500 Upholstery
17.3601 Millwork, Cabinetmaking
17.3699 Other Woodworking Occup.
17.9900 Truck Driving
17.9908 Industrial Skill
17.9909 Other Trade & Industry Occup.
(If used, give specific occup.)

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HEALTH OCCUPATIONS GUIDELINES

I. DESCRIPTION

Health Occupations Education is comitted to meet the increasing needs for health related personnel created by existing, new, and rapidly expanding health technological advances. Health Occupations Education has the additional responsibility to provide the opportunity for each individual to prepare for a financilly rewarding and personally satisfying health occupation equal with their interests, capacities, and abilities. This segment of the educational system will serve those who seek quality education in Health Occupations that require less than a Baccalaureate Degree.

II. PURPOSE AND GOALS

Health Occupations will provide:
1) a system for development, dissemination and utilization of effective vocational health curriculum and related materials; 2) a wide array of health instructional delivery systems to accomodate the unique circumstances of the individual learners and the differing localities; 3) a system of student services which will complement the skill development of the student; 4) a system for effective application of local, state, and federal resources; 5) immediate gainful employment or advancement.

III. PROGRAM INFORMATION

A. Levels of Programs

1. Exploratory (Secondary)

a. Health Careers I is designed for junior and senior high school students.

b. Health Careers II is limited to students completing Health Careers I. The student may participate in the program three hours a day. The most important phase of this course is the observation of the health care professional as they perform their duties.

2. Preparatory

Preparatory Health Occupations Education is usually offered at the postsecondary level and provides planned instruction in liberal arts biological and physical science, and occupational theory. Instructional programs which prepare individuals for occupations that render direct patient services provide concurrent experience in appropriate clinical settings. Those programs which do not involve direct patient care have planned experiences in appropriate work or simulated situation.

3. Adult

Health Occupations Education can be short term preparation for such occupations as nursing aide or can be continuing education that will enable the practitioner to update knowledge and skills.

B. Program Guidelines

1. Health Occupations

a. The curricula for Health Occupations Education programs will be designed to insure relatedness and integration of identical elements and concepts in the areas of theory, liberal arts, biological and physical sciences, and the clinical practices which will be administered and taught by the local educational agency.

b. The curricula will be implemented within the guidelines necessary to attain all State and National credentialing issued to local agencies to assure licensure, registration, and accreditation of the program.

c. Clinical facilities will be approved by the appropriate state board (i.e., the State Board of Nursing for nursing programs.) Appropriate contractual agreements with affiliating and cooperating agencies will be renewed annually.

d. Clinical areas used for student learning experiences shall be staffed by nursing service independent of student assignments. The teacher/student ratio will be no more than 1:10.

e. There will be a written plan for total program evaluation. This plan will include a follow up for all students for one year after completion of the program.

f. Leadership training where offered must be an integral part of instruction. Health Occupations students should be encouraged to join H.O.S.A. (Health Occupations Students of America).

g. Advisory Council - see General Provisions VI.

h. Health occupations instructors are encouraged to attend conferences and workshops for the purposes of increasing their level of competency.

i. All Health Occupations instructors must meet the certification requirements outlined in the State of Kansas Certification Handbook.

j. All Health Occupations nursing instructors must also meet the requirements as set forth in the Laws and Administrative Regulations Relating to Registration of Nurses and Nursing Education.

k. Efforts will be made to ensure effective articulation of the curricula in Health Occupations programs.

2. Health Occupations Satellite Programs

a. The administrative responsibility is vested in the parent institution which is responsible for administration, organization and financial support for the satellite operation.

b. The credential will be issued to the students who complete the programs by the parent institution.

c. A qualified director will be in charge of the total program.

d. A qualified person will be in charge at each satellite.

e. An organizational chart will be developed which clearly defines the lines of authority and the channels of communication.

f. The total nursing faculty will plan and implement the program.

g. The same curriculum will be used throughout the total program.

C. New Programs - see General Provisions, Section I.

IV. RECORDS AND REPORTS - See General Provisions, section I, II, III, VIII, and Vocational Education Deadline Calendar.

V. ADMINISTRATION AND SERVICES - State Level, see General Provisions section XVII.

VI. OCCUPATIONAL CODES *

The following taxonomy must be used when starting a new program. It is used for statistical reporting as required by the Federal government.

07.0048	Health Career Awareness
07.0049	Health Career Exploration
07.0101	Dental Assisting
07.0102	Dental Hygiene (Assoc. degree)
07.0103	Dental Laboratory Technology
07.0199	Dental, Other (Supportive services)
07.0203	Medical Laboratory Assistant Certified Laboratory Assistant
07.0299	Medical (Clinical) Laboratory Technology (Other)
07.0301	Associate Degree Nurse
07.0302	Practical (Vocational) Nurse
07.0303	Nursing Assistance (Aide)
07.0305	Surgical Technician
07.0399	Nursing Occupations (Other)

07.0412	Physical Therapy Helper
07.0413	Recreation Therapy Tech.
07.0421	Dietetic Aide
07.0423	Dietetic Technologist
07.0501	Radiologic Technology
07.0603	Optometrist Assistant
07.0801	Mental Health Technician
07.0802	Mental Retardation Aide
07.0903	Respiratory Therapist
07.0904	Medical Assistants
07.0907	Emergency Medical Technician
07.0908	Nursing Home Administration
07.0909	Morturary Science
07.0921	Medical Records Secretary
07.0922	Medical Records Technician
07.0923	Medical Transcriptionist
07.9900	Health Occupations Education (where not classifiable in any of the above)
07.9902	Ward Clerk
07.9921	Biomedical Elc. Technician
07.9922	Medical Emergency Assistant

*Health Occupations Education Taxonomy as listed by the U.S. Office of Education and in Vocational Education and Occupations, OE 80061, U.S. Department of Health, Education and Welfare, Office of Education and U.S. Department of Labor, Manpower Administration, U.S. Government Printing Office, 1969.

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VOCATIONAL HOME ECONOMICS GUIDELINES

I. DESCRIPTION

A. Consumer and Homemaking Education is coed, comprehensive, vocational education that provides instructional programs, services, and activities at all educational levels for the occupation of homemaking, including but not limited to, consumer education, food use and nutrition, family living and parenthood education, child development and guidance, housing equipment and home management (including management of resources) and clothing and textiles. Programs encourage the participation of both males and females to prepare for combining the roles of homemakers and wage earners as well as the elimination of sex role stereotyping. Programs are designed to assist consumers, and to help improve home environments and the quality of family life.

B. Occupational Home Economics Programs are provided to meet student and employment needs in home economics related occupations. Programs are designed to meet local and state manpower needs. Occupational Home Economics programs may be available to students in secondary programs (grades 11-12), postsecondary, and adult programs.

II. PURPOSES AND GOALS

A. Educational programs in consumer and homemaking shall encourage:

1. participation of both males and females to prepare for combining the roles of homemakers and wage earners;

2. elimination of sex role stereotyping by developing curriculum materials and programs which deal with:

   a. increased numbers of women working outside the home,
   b. increased numbers of men assuming homemaking responsibilities,
   c. changing career patterns of men and women,
   d. appropriate laws and regulations relating to equal opportunity in education and employment.

3. giving greater consideration to economic, social, and cultural conditions and needs, especially in economically depressed areas, and, where appropriate, to bilingual instruction;

4. eligible recipients to operate outreach programs in communities for youth and adults by giving consideration to special needs such as:

   a. the aged,
   b. young children,
   c. school-age parents,

d. single parents
e. handicapped persons,
f. educationally disadvantaged persons,
g. programs connected with health care delivery systems, such as; providing parenthood education, nutrition education and consumer education;
h. programs providing services for courts and correctional institutions, such as; child development and guidance programs.

5. preparing males and females who have entered or are preparing to enter into the work of the home;

6. emphasis on the following current societal needs;

a. consumer education,
b. management of resources,
c. promotion of nutrition knowledge and food use,
d. promotion of parenthood education.

B. Educational Programs in Occupational Home Economics shall encourage:

1. preparation for employment, retraining, or advancement

2. participation of both males and females

3. enrollment of secondary, postsecondary and adult students

4. development of generally related employability skills

5. development of directly related occupational skills through simulation or on-the-job experiences.

Note-Guidelines apply to:
*both HERO & HECE
**HECE Only
***HERO Only

III. PROGRAM INFORMATION (VOCATIONAL HOME ECONOMICS)

Program Components	Types of Programs	
	(A) Consumer and Homemaking Program	(B) Occupational Home Economics Program
A. Teacher Certification (See Certification Handbook)	1. Must have Consumer and Homemaking (C/H) Certificate (Code 09.0101) a. is eligible to teach consumer homemaking secondary and adult programs.	*1. Must have Occupational Certification (Code 09.0200) or Special Vocational Certification a. with Occupational Certification is eligible to teach a: 1. consumer and homemaking program 2. occupational home economics program 3. adult home economics program b. with Special Vocational Certification is eligible to teach a specific occupational home economics program only.
B. Student Enrollment	1. Secondary and adult students 2. Must be available to both males and females 3. Recommended daily enrollment of 50, maximum of 120 per teacher.	*1. Secondary, Postsecondary, and Adult students. *2. Same as for C/H. *3. Should have 10 minimum and 18 maximum per instructor/coordinator. *4. Students must have an occupational objective.
C. Program Content (Organization)	1. Areas of home economics which must be included in the program are: a. consumer education b. food and nutrition c. family living and parenthood education d. child development and guidance e. housing and home management f. clothing and textiles The Kansas Home Economics Curriculum refers to the above subject matter areas as: a. consumer education & management of resources b. nutrition and food management c. human development and family d. housing and living environment e. clothing/apparel and textile products 2. The first level (year) of the Consumer and Homemaking Program is comprehensive -- five weeks per area (above) is recommended. To meet current societal needs, emphasis should be given, in the remaining weeks to:	1. There are two types of Occupational Home Economics Programs: ***a. Home Economics Related Occupations Hero-which prepare students with employable skills in home economics related occupations through a combination of classroom activities, simulation and on-the-job training. **b. Home Economics Cooperative Education HECE-recommends 1 hour generally related and 1 hour directly related instruction plus on-the-job training. *2. Occupational programs may be organized in either of the following: a. Specific - with occupational content in one area of home economics b. "Cluster" - with occupational content in a combination of home economics areas. *3. Instruction includes: a. Directly related - based on the student's occupational objective and on-the-job training outline. It is designed to be a one year (180 hour) course of instruction recommended for seniors.

a. parenthood education,
b. promotion of nutrition knowledge and food use,
c. consumer education management of resources.

3. a. Subsequent offerings may be in specialized/advanced courses of 36, 18, 12, or 9 weeks in length that provide equal offerings in the 5 areas with special emphasis on the topics in C-2.

b. The inclusion of basic employability skill development is recommended.
c. Due to school or class size, some areas may be offered on an alternate year basis.

4. Preparation for managing the multiple roles of homemakers and wage earners (including generally related curriculum topics) should be visably integrated into all areas and at all levels of the Consumer and Homemaking program.

5. In areas with student and community interest and manpower/employment need, a cluster or specific skill development Occupational Home Economics program should also be provided. (See Occupational Home Economics Programs).

6. Courses that are avocational in nature (not preparing students for the work of the home) is not part of the Consumer and Homemaking program.

b. Generally related - is information provided for all students which is applicable to all workers. It is designed to be a one year (180 hour) course of instruction, recommended to juniors or seniors. (Curriculum units are available through the Kansas Curriculum Materials Dissemination Center, Pittsburg State University, Pittsburg, Kansas 66762.)

*4. Training agreements are a requirement of each student on the job. One copy of this agreement must be sent to Vocatirnal Education Administration, Kansas State Department of Education. This agreement outlines the on-the-job tasks each student will perform sometime during the school year.

**5. A minimum of 450 hours on-the-job training is recommended. Most students work an average of 15 hours per week during the regular school year and must abide by Federal and State Labor Law regulations. An accurate record should be kept by the student of the supervised experience, including compensation, hours worked, skills attained and other information as selected by the instructor-coordinator.

*6. An instructor-coordinator of a cooperative program should have one hour per day coordination time for 10 to 14 students. Fifteen students or more may require two hours.

7. For additional cooperative vocational education program information, see General Provisions, Section XI.

D. Student Leadership

Leadership development should be a significant, and integral part of the program. It makes an important contribution to the guidance and educational development of the student. Programs should provide a local student organization.

Where Future Homemakers of America Chapters exist (FHA) they must be an integral part of the home economics program. Chapters follow state and national guidelines.

The local advisor(s) shall be the Home Economics teacher(s).

FHA/HERO may function jointly when separated chapters are not desired at the local level.

*Where Home Economics Related Occupations Chapters (HERO) exist they must be an integral part of the program. Chapters follow state and national guidelines. The local advisor(s) shall be the Home Economics Related Occupations instructor(s).

E. Adult Component

Consumer and Homemaking programs may have an adult component role, and submit an annual report of their contacts and work with adults, adult education programs, and other agencies in their areas.

Programs may be offered to prepare adults with employable skills or upgrade existing skills. (Also see General Provisions, III)

Adult Component (cont.)	Examples include: Serve on an advisory council for postsecondary or adult home economics programs. Conduct community survey and determine present adult offerings and needs not being met. Publicize through students and parents present community offerings. Teachers and/or students conduct short sessions on new techniques/equipment in home economics. Include adults in appropriate units of the regular day program. Include adults in FHA-HERO activities. Vocational Home Economics Programs should be ten-month programs. Instructor/coordinator responsibilities to be performed during the program include:	
F. Instructor Responsibilities	1. Organize and expedite classroom/ laboratory instruction 2. Provide individual instruction for students and adults 3. Assist students with extended program/home and community projects and records. 4. Supervise students summer home/ community experiences. 5. Assist students and participate in student leadership development activities at local, district and state levels. 6. Update student records. 7. Attend state sponsored home economics meets and other professional meetings such as KVA, AVA. 8. Continually evaluate and revise program. 9. Visit homes of new and prospective students. 10. Work with adults and advisory council.	*Same as C & H 1, 2, 5, 7, 8, 9, 10 Additional responsibilities include: 1. Make supervisory visits to students on the job. 2. Update student records, placement, follow-up reports, and leadership activities. 3. Conduct community surveys. 4. Arrange for student training stations.
G. Advisory Council - See General Provisions, Section VI.		
H. Program Coordination	All Home Economics programs within an area; USD, community colleges, and AVTS (secondary and postsecondary) should be coordinated through meetings of personnel and a total sequential curriculum provided.	*The Occupational Home Economics program is coordinated with all existing Home Economics programs so that one compliments the other in providing for sequence, transfer of learning and skill development.
I. Special Needs - See General Provisions, Section XIII.		
J. Equipment, Supplies and Facilities	Laboratory facilities and equipment should be provided for each three (3) students. Equipment should provide for students to have varied experiences with quality, style, and types of equipment available to the consumer.	*Equipment and facilities should be provided that are necessary for skill development in occupations represented by students in the program. Supplies, as listed for Consumer and Homemaking programs should also be available.

Equipment, Supplies and Facilities (cont.)	Up-to-date instructional supplies shall be provided for all areas. These would include audio visuals (filmstrips, tapes, transparencies, films) rental fees, demonstration materials, and resource reference materials. Special consideration should be given for needed storage facilities. Short and long-range planning for new equipment and supplies, plus replacement is recommended.	*Special consideration should be given for storage facilities for such items as records, student projects, and directly related materials. *A telephone is recommended because of the constant contact that must be maintained with employers. *Short and long-range planning for new equipment and supplies, plus replacement is recommended.

K. Funding Procedures

Allowable expenditures and financial records required of the school are made in accordance with the policies set forth in the State Plan for Vocational Education.

L. Travel Funds	Travel funds should be provided in addition to the instructors salary for supervision of home and community experiences, field trips, conference attendance, and other travel incidental to the program.	*Travel funds should be provided in addition to the instructors salary for coordination and supervision of occupational experience, field trips, conference attendance and other travel incidental to the program.
M. Adult Programs	Adult Education in Home Economics may be provided for adults and out-of-school youth in Consumer and Homemaking and Occupational Programs.	
1. Types of Programs (See General Provisions, Section III)	Any subject matter area of the C/H program may be provided for adults.	Programs provide for skill development or upgrading of skills in any home economics or related occupation.
2. Program Content (Also refer to Kansas Home Economics Adult Guide)	Courses or content avocational in nature (not preparing students for home and family living) is not part of Consumer and Homemaking Education and will not receive reimbursement nor approval for use of two-mill money.	Programs will be: preparatory or supplemental Some specific programs, such as Dietetic Assistant (Food Service Worker) must follow approved State and National Guidelines.
3. Length of Program	Length is based on time needed to reach the program objective(s).	Sufficient in length to provide the skill or develop new skills needed for employment.
4. Instructors (See Certification Handbook)	Competent in the field of instruction and have an adult statement of approval for teaching.	Competent in the field of instruction and having adequate work experience to accomplish objectives of the program. Specific programs such as Dietetic Assistant require Registered Dietitians as instructors/coordinators.

IV. PROGRAM RECORDS AND REPORTS

(See General Provisions, Sections I, II, III, VIII & Vocational Education Deadline Calendar.)	Copies of all reports will be kept in local school files. All program details and records will be maintained locally. Submit required reports to appropriate personnel by dates requested.	Same.

V. ADMINISTRATION AND SERVICES FROM STATE LEVEL. (See General Provisions, Section XVII.)

VI. OCCUPATIONAL CODES - VOCATIONAL HOME ECONOMICS

Consumer and Homemaking (Secondary 7-12, Adult)

09.0101 Consumer Homemaking - Comprehensive
09.0102 Child Development, Care and Guidance
09.0103 Clothing and Textiles
09.0104 Consumer Education
09.0106 Family Living and Parenthood Education
09.0107 Foods and Nutrition
09.0108 Home Management
09.0109 Housing, Home Furnishings and Equipment
09.0199 Other (Specify)

Occupational Home Economics - HERO, HECE (Secondary, Postsecondary, Adult)

09.0201 Care and Guidance of Children
Activities include assisting directors of child day-care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in stores and airports.

09.0202 Clothing Management, Production, and Services
Some of the skills are fitting and altering ready-made garments, custom tailoring and dressmaking, laundry-dry cleaning work, and demonstration work and technical work in business and industry.

09.0203 Food Management, Production and Services
Includes skills for workers and supervisors in hospitals, institutions, child day-care centers, home for the elderly, school lunch programs, and demonstrators and technicians in the food industries.

09.0204 Home Furnishing, Equipment, and Services
Includes assistance to purchasers in the selection of suitable home furnishings and/or equipment, assisting interior decorators, and custom-making of curtains, draperies, slipcovers and other related items.

09.0205 Institutional and Home Management and Supporting Services
Includes hotel and motel housekeeping, homemaker services, institutional housekeeping, and assistants to homemakers and management aides in public hearing.

09.0298 Home Health Aide

09.0299 Other occupational preparation includes occupations such as a cluster or for a specific group not listed above. (If other, specify)

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INDUSTRIAL EDUCATION GUIDELINES

I. DESCRIPTION

Industrial education in Kansas serves those occupational fields that are not considered agriculture/agribusiness education, business occupations, occupational home economics, consumer and homemaking education or health occupations. It is a generic term applying to all types of education related to industry, including industrial arts education, vocational trades as well as service and technical occupations classifications in industry.

Industrial education is a comprehensive educational program including all types of industrial education programs relating to industry, industrial arts education, vocational-technical and industrial service occupations. This should include a sequentially developed program offering orientation, exploration and specialization for all students beginning in the earliest elementary school years and extending through high school, postsecondary or four-year colleges and intermediate points for completion depending on the particular program and the needs of a particular student.

II. PURPOSES AND GOALS

Industrial education in Kansas is an integral and important part of the total educational program that has four major goals:

1. To examine the society/industry interface and identify the components of industry, both detrimental and beneficial that affect people.

2. To provide exploratory problem-solving experiences by which the student will gain an understanding of how tools are utilized as an extension of man's physical capabilities increasing his efficiency and earning productivity.

3. To provide occupational information concerning the vast array of opportunities provided in the world of work; information concerning both the composition of the labor force as well as the talents and abilities required by that labor force.

4. To provide, subsequent to occupational exploration, opportunity for development of realistic employable skills and ultimate realization of employment goals.

III. INDUSTRIAL EDUCATION PROGRAM INFORMATION

The State Board of Education believes that a total unified program, service and activity with well-defined and organized progression of learning experience is essential if industrial education is to be made available for all youth and adults in the state.

1. Kansas offers seven types of programs in vocationally approved industrial education with sufficient flexibility to meet the industrial needs of a local community. Such flexibility exists so that local schools may select the type of programs(s) which best serves individual, community and state-wide needs.

2. These program services and activities are designed to serve individuals in secondary, post-secondary, and adult education.

3. For certification information of vocational industrial education personnel refer to the Certification Handbook.

A. TYPE I Orientation and Exploration of Industrial Education

1. Level I Programs

The study of industrial technology extends and reinforces other subject areas, while it provides a basic understanding of the system that produces constructed and manufactured goods. Students use specially produced workbooks and text materials for out-of-class preparation and a manual for experiments and other laboratory activities. Basic concepts are reinforced by "learning by doing," as group activities are stressed rather that the construction of individual projects. Class size should not exceed 30 pupils with a recommended size of 24. The program should follow closely an approved course outline if it is to receive vocational approved.

a. World of Construction

"The World of Constrution" is designed as a one semester (90 hours) or one-year (180 hours) course for junior high school students. It is designed to give every student an opportunity to study and use knowledge and skills typical of the construction industry. Students study a set of sequential practices common to the building of any structure, whether it is a road, bridge, building, or tunnel. Such practices are first conceptualized and then performed by the students to increase their understanding of how people produce and service constructed projects. Typical laboratory activities include surveying, topography problems, designing structures, sketching plans and elevations, setting steel reinforcement, laying brick, plastering, and installing electrical circuits. These are supplemented with role playing activities in bidding, contracting, hiring personnel, unions, and in decision-making.

b. World of Manufacturing

"The World of Manufacturing", is designed as a one semester (90 hours) or one-year (180 hours) junior high school course. It is directed at the development of an understanding of how production systems produce and service manufactured goods.

Students have an opportunity to become familiar with the basic industrial patterns common to many manufacturing processes through the study of ways of planning, organizing and controlling production systems.

Simulated production activities are provided in the industrial arts laboratory and include such experiences as build prototypes, heat treating, estimating costs, printing, inspecting, and repairing products.

2. Level II Programs

a. Materials and Processes

"Materials and Processes" is designed as a one-year (180 hours) course designed for grades 9-12. A study of the basic material of industry, emphasizing those processing methods most common to all the materials. Through laboratory applications, the student will develop understanding of material processes such as classification separating, f orming, combining, conditioning and finishing. Instruction and experiments will also be given in the procurement, development and utilization of materials as well as industrial production. The size of the class must not exceed 30 pupils with a recommended size of 24. A state approved curriculum must be followed closely if the program is to receive vocational approval.

b. Visual Communications

"Visual Communications" is designed as a one-year (180 hours) course designed for grades 9-12. Visual Communications is the process of understanding and being understood through the sense organs of sight, drawing from all mankind's knowledge and experiences relating to how we communicate. How ideas and three-dimensional objects are communicated from a two-dimensional plane is an interdisciplinary process involving psychology, journalism, language, art, chemistry, mathematics, electronics, industrial, graphics, computer science, photography, and graphic arts.

Visual communication education starts with how ideas and concepts are communicated with the visual media, identifying:

(1) Necessary decisions relative to the type of audience, methods of dissemination, procedures or visualization and designing of the communication materials.

(2) Considerations relative to the production of visual materials, dissemination at various levels, speeds, and distances.

(3) Concepts concerning information handling -- abstracting, imaging, storing, and retrieving.

The approach is from the point of analyzing and working with the many individual methods of origination, reproduction, and handling of information. Emphasis shall be placed on that specific medium of visual communication which provides the best medium of expression for a particular problem. The size of the class should not exceed 30 pupils with a recommended size of 24. A state approved curriculum should be followed closely if the program is to receive vocational approval.

c. Power and Energy

"Power and Energy" is designed as a one-year (180 hours) course designed for grades 9-12. Power and energy is a study of energy sources, means of harnessing energy, transmitting energy, and the effects of power systems. The major types of power and energy to be considered are mechanical, fluid, electrical, and combinations thereof as well as new and developing types.

A broad study of prime movers, the inventions of mankind which uses energy to do work, is a valid component of industrial education. Power and energy will help students understand, appreciate, and analyze this important facet of technology.

The size of the class should not exceed 30 pupils with a recommended size of 24. A state approved curriculum should be followed closely if the program is to receive vocational approval.

B. TYPE II Advanced Exploratory Industrial Education

Type II Exploratory Industrial Education courses, most frequently identified as Level III courses, are designed as one-year (180 hour) comprehensive courses of a more sophisticated approach for grades 11 and 12.

Curriculum for this level of activity has been developed for the following instructional areas:

Individualizing Instruction, Industrial Studies, Metals, Woods, Plastics, Earth, Printing, Drafting, Photography, T.V. and Other Media, Mechanical System, and Electrical Systems.

These materials are available for purchase and distribution from:

Director
Kansas Curriculum Materials
Dissemination Center
207 Whitesitt Hall
Pittsburg State University
Pittsburg, Kansas 66762

A State-approved curriculum should be followed closely if the program is to receive vocational approval.

C. TYPE III Full Time Vocational Preparatory Program

Level I Full Time Preparatory Programs

The program is designed to prepare individuals for useful employment in a specific occupation. All of the instruction is provided on the school premises. The student spends a minimum of three continous clock hours per day or a minimum of 15 clock hours per week in the vocational program. Approximately two-thirds of the time is spent in shop and laboratory work and the remaining one-third in studying related information essential to the trade.

Instruction is designed to provide: (1) a minimum of one year, three hours per day (540 hours) or two years, three hours per day (1080 hours); (2) the maximum hours option of one year, six hours per day (1080 hours) or two years, six hours per day, (2160 hours). A course outline must be submitted and approved if the program is to receive vocational approval.

These progams are usually offered for high school juniors and seniors or students who are available for full time study at the post high school level.

D. TYPE IV Personal and Public Service Programs

Personal Service--includes a combination of skill development and technical instruction in a lab or shop concerned with rendering a variety of personal services related to the physical appearance of individuals. It may be operated for either one or two years. The curricula will be designed to insure that all State credentialing, licensure, and certification requirements are met.

A course outline must be submitted and approved if the program is to receive vocational approval.

Public Service--includes a combination of skill development and technical instruction in a lab or shop concerned with training for the performance of occupations in local, state, and federal government agencies. These programs should be designed to provide six hours per day for one year (1080 hours), three hours per day for two years (1080 hours), or six hours per day for two years (2160 hours).

A course outline must be submitted and approved if the program is to receive vocational approval.

E. TYPE V Cooperative Industrial Programs

The cooperative industrial training program is designed to provide an opportunity for high school students to obtain both training and experience in the occupation of their choice. Students 15 years of age or older who have an occupational objective are eligible to enroll in the program.

The cooperative industrial trainee spends one-half day in school during the junior or senior year, and one-half day as a trainee on a job in an industrial establishment or trade in the senior year. A minimum of 360 hours is spent studying about the occupation in the classroom and a minimum of fifteen hours per week (450 hours/year) is spent learning a trade or industrial occupation through on-the-job experiences.

Students receive a beginner's wage from their employer and are employed under all the regulations of any regular employee, as far as insurance, withholding taxes and a workman's compensation are concerned. However, a federal student-learner permit may be issued to allow employment of 75% of applicable minimum wage to work in certain hazardous occupations.

Minimum class size of 10 is recommended with a maximum size of 18. Total coordinators load must not exceed 36. There should be one hour coordination time for each 15 students.

A course outline must be submitted and approved if the program is to receive vocational approval.

The Vocational Trade Cooperative Program follows the standards of a regular cooperative industrial training program with the additional requirements that students should have completed at least one year (540 hours) of a regular vocational program in the area of their employment prior to enrollment and they attend class for only one hour per day under the coordinator for their general related studies.

There should be one hour coordination time for each 15 students.

A course outline must be submitted and approved if the program is to receive vocational approval.

For additional information on vocational cooperative education programs, see General Provisions, Section XI.

F. TYPE VI Technical Programs

1. Level 1 Industrial Technicial or Technical Specialist

Is a program designed for the postsecondary level directed toward the preparation of students for useful employment in one particular occupational area. The student should

spend a minimum of 15 clock hours per week (540 hours/year) in the program. Instruction may be provided for a two-year period (1080 clock hours) or on a one year, six hours per day basis. An alternative option of this program may be provided on a six clock hours per day, 30 clock hours per week, two year basis (2160 clock hours).

2. Level II Engineering Technician

Is a program at the postsecondary level designed to prepare students for a cluster of job opportunities in a specialized field of technology. It includes at least 15 hours each week in a planned sequence of specialized laboratory or shop experiences and 15 hours each week in classroom study of the underlying sciences, supporting mathematics, and basic communication skills as well as related general education inherent to the technology. It may be operated for either one-year (1080 hours) or two years (2160 hours).

A course outline must be submitted and approved if the program is to receive vocational approval.

G. TYPE VII Adult Vocational Classes

1. Types of Classes

a. Adult Vocational Preparatory--includes skills development and/or technical instruction for early dropouts and high school graduates and adults in the pursuit and desire to prepare for useful employment in an industrial occupation or trade. These classes are usually short-term duration and held in the evening.

b. Adult Vocational Supplementary--an upgrading class of skill development and/or technical instruction which extends or supplements present employment. For adults desiring to refresh, update, or upgrade competencies needed in their employment or for advancement in responsibilities of an industrial occupation or trade. These classes are usually short-term duration and held in the evening.

c. Adult Vocational Apprenticeship Classes -- extension program in which young adults who are employed and registered as apprentices can receive an organized program of related instruction pertinent to their respective trade. (Minimum of 144 hours of program instruction per year is recommended).

2. Recommended Class Size

Class size -- minimum of 10 for regular vocational class
(Persons enrolled in a regular in-school vocational program or other types of programs considered as part-time are not eligible for instruction.)

A course outline must be submitted and approved if these adult programs are to receive vocational approval.

H. Student Organizations

Where leadership training is provided, it shall be integrated into the total offering with approximately 10% of the instructional time allocated to that phase of the program. For Industrial Education programs, the Vocational Industrial Clubs of America (VICA) is designed for their use.

The leadership training and development shall be considered as a significant, essential and integral part of the Industrial Education program. It makes an important contribution to the guidance and educational development of the student.

All approved programs of Industrial Education should maintain and operate an active local chapter of the Vocational Industrial Clubs of America. The local advisor(s) shall be assigned from the ranks of those vocationally certified in Industrial Education.

IV. OCCUPATIONAL CODE NUMBERS FOR INDUSTRIAL EDUCATION

Type I---------Orientation and Exploration of Industrial Education Programs

O,E. Number

17.5100----World of Construction
17.5200----World of Manufacturing
17.5300----Materials and Processes
17.5400----Visual Communications
17.5500----Power and Energy

Type II-------Advanced Exploratory

O.E. Numbers stated according to student's occupational objective.

Type III------Full Time Vocational Preparatory Programs

17.0199----Air Conditioning/Refrigeration/Heating & Cooling
17.0200----Appliance Repair

Automotive Industries

17.....0301 Body and Fender
0302 Mechanics
0303 Specialization
0304 Industrial Mechanic
0399 Other Automotive Industries (Specify)

17.0400----Aviation Occupations

0401 Aircraft Maintenance

17.0600----Business Machine Maintenance
17.0700----Commercial Art Occupations
17.0900----Commercial Photography Occupations

Construction and Maintenance Trades

17.....1001 Carpentry
1002 Residential Wiring
1003 Heavy Equipment (Construction)
1004 Masonry
1005 Painting and Decorating
1006 Plastering
1007 Plumbing and Pipefitting
1099 Other Construction and Maintenance Trades (Specify)

17.1100----Custodial Services/Maintenance

17.1200----Diesel Mechanic
17.1201----Fluid Power/Hydraulics

17.1300----Drafting Occupations

Electrical Occupations

17.....1401 Industrial Electrician
1402 Linemen
1403 Motor Repairman
1499 Other Electrical Occupations (Specify)

Electronics Occupations

17.....1501 Communications
1502 Industrial
1503 Radio/Television Repair
1599 Other Electronics Occupations (Specify)

Fabric Maintenance Services

17.....1601 Drycleaning
1602 Laundering
1699 Other Fabric Maintenance Services (Specify)

17.1700----Foremanship, Supervision, and Management Development

17.1900----Graphic Arts Occupations--Printing

Industrial Atomic Energy Occupations

17.2100----Instruments Maintenance and Repair Occupations
(Including watchmaking and repair)

Metalworking Occupations

17.....2301 Foundry
2302 Machine Shop
2303 Machine Tool Operation
2304 Metal Trades (Combined)
2305 Sheet Metal
2306 Welding
2307 Tool & Diemaking
2399 Other Metalworking Occupations (Specify)

17.2700----Plastics Occupations

Quantity Food Occupations

17.....2901 Baker
2902 Cook/Chef
2903 Meat Cutter
2904 Waiter/Waitress
2999 Other Quantity Food Occupations (Specify)

17.3000----Refrigeration

17.3100----Small Engine Repair (Internal Combustion)

Stationary Energy Sources Occupations

17.....3201 Electric Power and Generating Plants
3202 Pumping Plants
3299 Other Stationary Energy Sources Occupations (Specify)

Textile Production and Fabrication

17.....3301 Dressmaking
3302 Tailoring (Power Sewing Machine)
3399 Other Textile Production and Fabrication (Specify)

17.3400----Leatherworking

17.3500----Upholstering

Woodworking Occupations

17.....3601 Millwork and Cabinet Making
3699 Other Woodworking Occupations (Specify)

17.9900----Truckdriving
17.9908----Industrial Skills
17.9909----Other Trade and Industry Occupations (Specify)

Type IV---------Personal & Public Service Programs

17.2602----Cosmetology

17.2801----Fire Service Training

17.2802----Law Enforcement Training

17.2899----Other Public Service

Type V----------Cooperative Programs

O.E. Numbers stated according to student's occupational objective as listed under Type III, Type IV and Type VI.

TYPE VI---------Technical Programs

16.0100----Engineering Related Technology
16.0101----Aeronautical Technology
16.0106----Civil Technology
16.0107----Electrical Technology
16.0108----Electronics Technology
16.0109----Electro-Mechanical Technology
16.0110----Environmental Control Technology
16.0111----Industrial Technology
16.0112----Instrumentation Technology
16.0116----Petroleum Technician
16.0199----Broadcasting
16.0602----Fire Safety
16.0605----Police Science Technology
16.1599----Communications Technology
16.9900----Other Technical (Specify)

Type VII--------Adult Vocational Programs

O.E. Code Numbers include all program numbers listed under Type III, Type IV and Type VI.

APPENDIX

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APPENDIX A

NOTIFICATION OF INTENT FOR A

NEW VOCATIONAL EDUCATION PROGRAM

APPENDIX B

STUDENT INTEREST SURVEY

This is a sample Student Interest Questionnaire which you may use to obtain information for program development. You may use this questionnaire as it appears here or alter it to meet the needs of your local education agency.

Vocational Education Program
Student Interest Questionnaire

Name _____ Grade Level _____

Address _____ Phone Number _____

Employment Experience

Presently Employed _____Yes_____No Length of Employment _____

Name of Employer _____ Hours Worked per week _____

Primary Duties _____

Previously Employed _____Yes _____No Name of Employer _____

Primary Duties _____

My Plans are to: (Please check (x)

Seek Employment _____Yes _____No
(If yes, check one(x)

_____part-time _____full-time

Further my education _____Yes _____No
(If yes, check one(x)

_____Attend a two-year Community College _____Attend a four-year College

_____Attend an Area Vocational Technical School _____Attend a private vocational school

Occupational Interest:
Please place a check (x) next to the occupational area in which you are most interested.

_____Agriculture/Agribusiness Occupations
(Job opportunities include those in: farming; ranching; selling agricultural products, supplies, and services; farm structure design; agriculture products grading; wildlife conservation and forestry.)

_____Health Occupations
(Job opportunities include those in: dental health, physical and mental health, physical and occupational therapy, medical records, medical laboratories and mortuary science.)

_____Home Economic Occupations
(Job opportunities include those in: child care, equipment and home furnishings, food management production, fashion design and merchandising, and consumer services.)

_____Distributive Occupations
(Job opportunities include those in: advertising, floristry, hardware and building materials, insurance, real estate, home furnishings, and apparel and accessories.)

_____Office Occupations
(Job opportunities include those in: Bookkeeping and accounting, stenography, clerical, legal secretaries, computer programming and administrative management.)

_____Industrial Occupations
(Job opportunities include those in: Auto mechanics, carpentry, heavy equipment, welding, cosmetology, fireman, law enforcement, truck driving, cabinetmaking, electrician, machine shop, and air-conditioning and refrigeration.

Specify the occupational area in which you are interested in obtaining additional training or seeking employment:

_____

APPENDIX C

OCCUPATIONAL SURVEY

FORM EXAMPLE

OCCUPATIONAL SURVEY FORM

Name of Business _____

Contact Person _____

Address _____

Phone _____ Type of Business _____

	Number
Approximate Number of Employees	_____

Approximate Number of Employees whose jobs have a majority of skills in the area of:

Agriculture/agribusiness	
Office and/or Clerical	_____
Sales & Distribution	_____
Health	_____
Home Economics	_____
Industrial	_____
Other (please indicate skills needed)	_____
	_____

Due to resignations, retirements, releases, or due to expansion in your business, how many new employees do you foresee over the next five years that you will need whose jobs will require a majority of skills in:

Agriculture/agribusiness	
Office and/or Clerical	_____
Sales & Distribution	_____
Health	_____
Home Economics	_____
Industrial	_____
Other (please indicate skills needed)	_____
	_____

APPENDIX D

VE-20 - VOCATIONAL PLAN AND

BASIC APPLICATION FOR VOCATIONAL PROGRAMS

VE 20 INSTRUCTIONS

Abbreviations used in this application:

AVTS - Area Vocational-Technical School;
CJC - Community Junior College;
LEA - Local Education Agency;
OJT - On-the-Job Training;
USD - Unified School District;
USOE - United States Office of Education.

PART I - LEA INFORMATION

AVTS' and CJC's utilize the school district number listing with this application to indicate the correct designation. USD's indicate USD number. If the program is in an interlocal coop, then please list the other LEA's participating in the coop.

PART II - PROGRAM DATA

Attendance Center - where LEA has more than one attendance center, indicate location of program. Otherwise just indicate school name.

Program Title - use the title from the USOE program listing attached to this application.

Vocational Service Area - Agriculture, Business, Consumer & Homemaking, Health, Industrial Education, or Occupational Home Economics.

Clock Hours in the Program - this includes both the in-school hours and the OJT (or supervised occupational experience hours) which the student must complete to complete the program. If the program spans over more than one year, then indicate total hours over the multiple year time span.

Program Grade Level - pre-vocational, secondary, postsecondary, adult preparatory, or adult supplemental. If this program is a secondary or postsecondary program, but adult classes are also going to be offered within the same USOE code, then indicate adult also, as this will save having to complete a VE-20 for the adult program at a later date. Be sure to complete all levels of this program application in Part IV.

Status of Program - Existing program was in operation the preceding year; New - first year of operation for this program; Expansion - major changes have occurred to include a larger curriculum area or an instructor was added.

Effective Dates - fill in the beginning and ending dates for the fiscal year in which this application covers.

Classes in Program - list only those classes which are a part of this program and on which reimbursement will be computed. When completing the VE-50 enrollment forms, include only those students who are enrolled in these classes.

PART III - VOCATIONAL PROGRAM NEEDS

This is a five-year projection, starting with the year of this application. The projections are broken down by secondary, postsecondary and adult. Complete those levels as covered by this application.

The projections are also broken down by total enrollment, sex, minorities, disadvantaged, handicapped, CETA, limited English-speaking ability, private school, and completer students. Indicate the numbers of students you project in each category.

The projected budget includes all costs attributed to this vocational program.

PART IV - ASSURANCES

Read each of the assurances carefully, as they spell out the requirements for the use of Federal and State Vocational Education dollars.

In assurance #3, you must list the members of your advisory council, and whether they are representing business, industry, labor, or other.

PART V - CERTIFICATION OF DATA

Requires the signature of the chief school administrator or his designee.

SCHOOL DISTRICT CODE NUMBERS

Code	School
800	Allen County CJC
801	Barton County CJC
802	Butler County CJC
803	Cloud County CJC
804	Coffeyville CJC
805-1	Colby CJC
805-2	Colby CJC (Norton)
807	Dodge City CJC
808	Fort Scott CJC
809	Garden City CJC
810	Highland CJC
811	Hutchinson CJC
812	Independence CJC
813	Johnson County CJC
814	Kansas City CJC
815	Labette County CJC
816	Neosho County CJC
817	Pratt CJC
818	Seward County CJC
606-1	Central Kansas AVTS (Central Office)
606-2	Central Kansas AVTS (Buhler High School)
606-3	Central Kansas AVTS (Hutchinson CJC)
606-4	Central Kansas AVTS (Hutchinson H.S.)
606-5	Central Kansas AVTS (McPherson H.S.)
606-6	Central Kansas AVTS (Newton H.S.)
606-7	Central Kansas AVTS (Sterling H.S.)
606-8	Central Kansas AVTS (School of Nursing) (McPherson)
611	Cowley County CJC AVTS Division (Arkansas City)
604	Flint Hills AVTS (Central Office - Emporia)
613-1	Kansas City AVTS (Central Office)
613-2	Kansas City AVTS (Argentine H.S.)
613-3	Kansas City AVTS (Kansas City Junior College)
613-4	Kansas City AVTS (Sumner H.S.)
613-5	Kansas City AVTS (Turner H.S.)
613-6	Kansas City AVTS (Wyandotte H.S.)
608-1	Kaw AVTS (Central Office - Topeka)
608-2	Kaw AVTS (Topeka H.S.)
612-1	Liberal AVTS (Central Office)
612-2	Liberal AVTS (Coldwater H.S.)
612-3	Liberal AVTS (Greensburg H.S.)
612-4	Liberal AVTS (Haviland H.S.)
612-5	Liberal AVTS (Hugoton H.S.)
612-6	Liberal AVTS (Liberal H.S.)
612-7	Liberal AVTS (Mullinville H.S.)
612-8	Liberal AVTS (Wilmore H.S.)
609	Manhattan AVTS (Central Office)
601-1	North Central Kansas (Beloit)
601-2	North Central Kansas (Plainville)
601-3	North Central Kansas (Hays)
600-1	Northeast Kansas AVTS (Atchison)
600-2	Northeast Kansas AVTS (Leavenworth)
600-3	Northeast Kansas AVTS (Junior College)
605-1	Northwest Kansas AVTS (Goodland)
605-2	Northwest Kansas AVTS (Leoti)
607-1	Salina AVTS (Central Office)
607-2	Salina AVTS (Central H.S.)
607-3	Salina AVTS (South H.S.)
602-1	Southeast Kansas AVTS (Coffeyville)
602-2	Southeast Kansas AVTS (Columbus)
602-3	Southeast Kansas AVTS (Ft. Scott)
602-4	Southeast Kansas AVTS (Junior College)
602-5	Southeast Kansas AVTS (Mobil Lab - Allen County)
603-1	Southwest Kansas AVTS (Central Office - Dodge City)
603-2	Southwest Kansas AVTS (Junior College)
610-1	Wichita AVTS (Central Office)
610-2	Wichita AVTS (Central Vocational Building)
610-3	Wichita AVTS (Community Education Center)
610-4	Wichita AVTS (Vocational Technical Center)
610-5	Wichita AVTS (Schweiter)
610-6	Wichita AVTS (Dunbar Adult Center)
610-7	Wichita AVTS (East H.S.)
610-8	Wichita AVTS (Heights H.S.)
610-9	Wichita AVTS (North H.S.)
610-10	Wichita AVTS (South H.S.)
610-11	Wichita AVTS (Southeast H.S.)
610-12	Wichita AVTS (West H.S.)
610-13	Wichita AVTS (Northwest H.S.)
610-38	Wichita AVTS (Cessna Pawnee)
610-37	Wichita AVTS (Cloud Elementary)
610-35	Wichita AVTS (Derby H.S.)
610-31	Wichita AVTS (Esther's Flower Shop)
610-32	Wichita AVTS (Educational Services Building)
610-39	Wichita AVTS (Electrical Training Center)
610-34	Wichita AVTS (St. Francis Hospital)
610-33	Wichita AVTS (Franklin Elementary)
610-43	Wichita AVTS (Grieffenstein Elementary)
610-41	Wichita AVTS (St. Joseph's Hospital)
610-36	Wichita AVTS (McConnell AFB)
610-40	Wichita AVTS (Plumbers Union Center)
610-42	Wichita AVTS (Westside Involvement Center)
610-44	Wichita AVTS (Friends University)
610-45	Wichita AVTS (Wilbur Junior High)
610-46	Wichita AVTS (Wesley Hospital)
610-47	Wichita AVTS (Cessna Prospect)
610-48	Wichita AVTS (Cessna Elementary)

DUE
February 1

VE-20
(10-77)

KANSAS STATE DEPARTMENT OF EDUCATION

DATE RECEIVED
STATE OFFICE

VOCATIONAL PLAN AND BASIC APPLICATION
for
VOCATIONAL PROGRAMS

(Please read instructions carefully)

PART I - LEA INFORMATION

School District Code *

A.V.T.S. _____
Community College _____
USD _____
Interlocal Coop _____
(Indicate USD's Participating in Coop)

Date _____

Official
School Name _____ City _____

Address _____ County _____
Zip

PART II - PROGRAM DATA

Attendance Center _____
Program Title _____
Vocational Service Area _____
Clock Hours in Program _____Classroom/Lab ____Supervised work experience or on job training
Program Grade Level (see instructions) _____
Status of Program Existing ____ New ____ Expansion____

This application shall be effective one fiscal year, commencing July 1, _____, and concluding June 30, _____.

CLASSES IN PROGRAM

NAME OF CLASSES	TIME ALLOTTED

* Codes for CJC's and AVTS' can be found in the instructions.

PART III - VOCATIONAL PROGRAM NEEDS
(Complete all portions pertaining to this program)

SECONDARY

VOCATIONAL PROGRAM NEEDS

(5 YEAR PROJECTIONS, STARTING WITH YEAR OF APPLICATION)
PROJECTED STUDENT NUMBER

YEAR	TOTAL ENROLLMENT	SEX M	SEX F	MINORITY	DISADVANTAGED	HANDICAPPED	CETA	LIMITED ENGLISH	PRIVATE SCHOOL	COMPLETERS	PROJECTED BUDGET

POSTSECONDARY

VOCATIONAL PROGRAM NEEDS

(5 YEAR PROJECTIONS, STARTING WITH YEAR OF APPLICATION)
PROJECTED STUDENT NUMBER

YEAR	TOTAL ENROLLMENT	SEX M	SEX F	MINORITY	DISADVANTAGED	HANDICAPPED	CETA	LIMITED ENGLISH	PRIVATE SCHOOL	COMPLETERS	PROJECTED BUDGET

ADULT

VOCATIONAL PROGRAM NEEDS

(5 YEAR PROJECTIONS, STARTING WITH YEAR OF APPLICATION)
PROJECTED STUDENT NUMBER

YEAR	TOTAL ENROLLMENT	SEX M	SEX F	MINORITY	DISADVANTAGED	HANDICAPPED	CETA	LIMITED ENGLISH	PRIVATE SCHOOL	COMPLETERS	PROJECTED BUDGET

PART IV - ASSURANCES

The Board of Education or legal governing body of this LEA assures the Kansas State Board of Education that they shall comply with the following, and this information is on hand and will be available for evaluation by supervisors, auditors, and for administration upon request.

The local education agency assures the State Board that:

1. It will comply with the Title II of the Educational Act (P.L. 94-482) of 1976, all State and Federal Regulations, and the Kansas State Plan for Vocational Education.

2. This program shall be developed in consultation with:
   a. local representatives of available training resources;
   b. local Advisory Council;
   c. other vocational program personnel within the district;
   d. local personnel of CETA;
   e. private, nonprofit school personnel.

3. a. A local Vocational Advisory Council shall be formed composed of representatives of the general public including at least a representative of business, industry, and labor, with minutes of the meetings on file locally. The membership is listed below.

MEMBER'S NAME (attach additional sheet if necessary)	REPRESENTING (indicate either business, industry, labor, or other)

   b. The local advisory council has an appropriate representation of both sexes and an appropriate representative of the racial and ethnic minorities found in the program areas, schools, community, or region which the local advisory council serves.

4. In the funding of this program,
   a. federal funds shall not supplant local funds; and
   b. federal funds shall only be used for purposes specified in Public Law 94-482.

5. The program shall be evaluated locally each year, and the evaluation be used in the further planning and updating of the program. (the Vocational Education Handbook provides program guidelines for use in evaluation)

   a. Attach a separate sheet explaining method of evaluation.
   b. Attach a separate sheet explaining any changes made due to the findings of the evaluation.

6. All students shall have an occupational objective which is not considered professional or requiring a baccalaureate or higher degree. (Students in Consumer & Homemaking, and exploratory programs, such as broad-base industrial education, & health exploratory are not required to have occupational objectives)

7. This program shall be coordinated with local CETA programs.

8. A plan shall be on file describing how this program plans to meet the needs of:
   a. disadvantaged students,
   b. handicapped students,
   c. students with limited English-speaking ability,
   d. students enrolled in a cooperative agreement from a private, non-profit school.

9. The program plan allows equal access to both male and female students.

10. A current listing of program objectives and a course outline shall be on file locally.

11. Actual expenditures for this Program shall be submitted by August 15, following the expiration of this program application.

12. Instructor(s) shall be vocationally certified.

13. This Program shall be coordinated with other vocational programs in the area using non-federal dollars.

CERTIFICATION OF DATA

PART V

I certify that evidence is on file in the school files to verify the preceding statements and this information is available to the State Department of Education upon request.

_____
Signature of Administrator

FOR STATE USE ONLY

USOE Program Code _____

( ) 1. Approved for operation
( ) 2. Approved for planning
( ) 3. Disapproved for reasons listed *

Funding Source:

( ) 02 2-Mill Vocational Education
( ) 03 State Vocational Education
( ) 04 Federal 110
( ) 05 Federal 121
( ) 06 Federal 122
( ) 07 Federal 150
( ) 08 Federal 120

_____
Date

_____
Director of Vocational Education Administration
or Designee

* Appeal procedure for disapproval programs can be found in the Vocational Education Handbook.

USOE PROGRAM NAMES

Select the name that matches this vocational program: (Combination Cooperative Vocational Education Programs (CCVEP) shall indicate program name as "CCVEP" and indicate service area according to the instructor's certification area.)

AGRICULTURE

Ag Production
Ag Supply, Service
Ag Mechanics
Ag Products
Ornamental Horticulture
Ag Resources
Forestry
Ag, Other (Animal Care, etc.)
(If used, give specific occupation)

DISTRIBUTIVE ED

Advertising Service
Apparel & Accessories
Automotive
Finance, Credit
Floristry
Food Distribution
Food Services
General Merchandise
Hardware, Building
Materials, Farm &
Garden Supplies, Equipment
Home Furnishing
Hotel, Lodging
Industrial Marketing
Insurance
International Trade
Personal Services
Petroleum
Real Estate
Recreation, Tourism
Transportation
Distributive Ed, Other
(If used, give specific occup.)

HEALTH

Health Career Awareness
Health Career Exploration
Dental Assistant
Dental Hygienist
Dental Lab Technician
Dental, Other
Medical Lab Assistant
Medical Lab Technician
Nurse Associate Degree
Practical Nurse
Nurses Assistant
Surgical Technician
Nursing, Other
Physical Therapy Assistant
Physical Therapy Helper
Recreational Therapy Tech.
Dietetic Aide
Dietetic Technologist
Radiological Technician
Optometrist Assistant
Mental Health Technician
Mental Health Assistant
Inhalation Therapy Technician
Medical Office Assistant
Medical Emergency Technician
Nursing Home Administrator
Mortuary Science
Medical Records Secretary
Medical Records Technician
Medical Transcriptionist
Ward Clerk
Biomedical Elc. Technician
Medical Emergency Assistant
Health, Other
(If used, give specific occup.)

CONSUMER AND HOMEMAKING

Comprehensive
Child Development
Clothing, Textiles
Consumer Education
Family Relations
Foods, Nutrition
Home Management
Housing, Home Furnishing
Other
(If used, give specific area)

OCCUPATIONAL HOME ECONOMICS

Care and Guidance of Children
Clothing Management Production, Services
Food Management Production, Services
Home Furnishings, Equipment Services
Institutional Home Management Production, Services
Home Health Aide
Other Occupations
(If Used, give specific occupation)

OFFICE ED

Accounting, Computing
Computer Operator
Keypunch
Programmer
Other Business Data Processing
Filing, Office Machines
Information, Comm. Occup.
Material Support Occup.
Personnel, Training, Related
Stenographic, Secretarial, Related
Supervisor Administrative Management
Typing, Related
Other Office Occupations
(If used, give specific occupation)

TECHNICAL

Engineering Related Tech.
Aeronautical Technician
Civil Technician
Electrical Technician
Electronic Technician
Electromechanic Tech.
Environmental, Control Tech.
Industrial Technician
Instrument Technician
Petroleum Technician
Broadcasting
Fire Safety
Police Science
Communications Tech.
Other
(If used, give specific occupation)

INDUSTRIAL ED

Air Conditioning, Refrigeration
Appliance Repair
Auto Body Repair
Auto Mechanics
Auto Specialization
Industrial Mechanics
Other Automotive Industry
Aircraft Mechanics
Business Machine Maintenance
Commercial Art Occup.
Commercial Photography Occup.
Carpentry
Electrical, Trades,
Residential Wiring
Heavy Equipment
Masonry
Paint, Decorating
Plastering
Plumbing, Pipefitting
Other Construction, Maintenance
Custodial Service
Diesel Mechanic
Fluid Power
Drafting Occupations
Industrial Electrician
Lineman
Motor Repairmen
Other Electrical Occup.
Electronic Commun.
Electronic, Industrial
Radio, TV
Other Electronic Occup.
Dry Cleaning
Laundering
Other Fabric Maintenance,
Service
Foremanship, Supervisory,
Management Development
Graphics Arts Occupations
Instrument Maintenance, Repair
Foundry
Machine Shop
Machine Tool Operator
Metal Trades
Sheet Metal
Welding
Tool & Die Making
Other Metalworking Occup.
Cosmetology
Plastics Occup.
Fireman Training
Law Enforcement Training
Other Public Service
Baker
Cook, Chef
Meat Cutter
Waiter, Waitress
Other Quantity Food
Refrigeration
Small Engine Repair
Electrical Power, Generating Plants
Pumping Plants
Other Stationary Engines
Dressmaking
Tailoring
Other Textile Products, Fabrics
Shoe Manufacturing, Repair
Upholstery
Millwork, Cabinetmaking
Other Woodworking Occup.
World of Construction
World of Manufacturing
Material Processing
Visual Communications
Power & Energy
Truck Driving
Industrial Skill
Other Trade & Industry Occup.
(If used, give specific occup.)

Suggestions for Complying With VE-20 Assurances

The following suggestions are for your use in development of information that indicates or documents compliance with assurances required for Vocational Education program operation pursuant to PL 94-482:

Assurance #1 (Compliance with PL 94-482)

Resources:

- Interpretations of the law are found in the One and Five-Year Kansas State Plan for Vocational Education, Fiscal Year 1978-1982.
- Rules and Regulations and PL 94-482 are available upon request from the Vocational Education Administration Section.

Assurance #2 (Program Development Consultation)

Documentation:

- Meeting notes, phone conversations, memos and other correspondence, include advisory council minutes.
- Available training resources include: other schools in the community (public, private, non-profit), apprenticeship programs, CETA programs (see listing for your area).

Assurance #3 (Local Advisory Council)

Documentation:

Membership as provided on VE-20 form, minutes of meetings, file copy of names, place of employment, addresses.

Appropriate representation:

Include both men and women. Racial and ethnic minorities should be comparable to community ratio.

Assurance #4 (Funding)

- Local effort must be maintained and not supplanted by Federal monies.
- Special project funds cannot be used to replace local program efforts.

Assurance #5 (Local Evaluation)

Methods may include:

- Evaluation by vocational education staff, advisory council, employers, administrators, students, parents, use of placement and enrollment records, competency exams, etc.

Documentation:

Submit method used, minutes describing use of evaluation by advisory council, program changes resulting from the evaluation.

Note: Must attach method and changes to VE-20 application.

Assurance #6 (Student Occupational Objectime)

Documentation:

On file locally (note exceptions as listed).

Assurance #7 (Coordination with CETA)

See area list distributed

Documentation:

Memos, meeting notes, phone conversations, etc.

Assurance #8 (Plans for Meeting Special Needs)

Documentation:

Develop a plan for each category listed and keep on file. Inter-local agreements with private, non-profit schools in the area should be on file.

Plans may include:

- Purpose of program and special services
- Objectives and Goals
- Procedure and schedule for implementation
- Evaluation

Note: (long-range plan is encouraged)

Program may include:

- Excess costs for serving special needs students such as teacher aides, special program materials, individualized instruction, special equipment, special services and programs.
- Plans for coordination with special education programs

Assurance #9 (Equal Access)

Documentation:

Develop a plan for providing equal access and encouraging students to enter non-traditional jobs.

Plans may include:

- Goals and objectives
- Procedures and schedule for meeting standards
- Identification for targeted efforts (discrimination stereotyping and bias)
- Evaluation

Program may include:

- Guidance and counseling efforts
- Employer involvement
- Schedule of classes/program
- Curriculum and instructional materials
- Career information
- Survey, sampling, follow-up, etc. to identify problem areas
- Teacher in-service

Assurance #10 (Program objectives and course outline)

Documentation:

Keep on file with current revisions. Use of local teacher format is acceptable.

Assurance #11 (Actual Expenditures)

Use budget form provided.

Assurance #12 (Certified Instructors)

Per handbook, certificate on file locally.

Assurance #13 (Coordination with other programs)

Documentation:

- Memos, phone calls, meeting notes, etc.

(Non-federal programs may include: private, non-profit, special education, other State and local programs.)

DEFINITION OF TERMS USED IN THE VE-20 APPLICATION

Adult

Preparatory - Program is designed for students 16 years of age or older and who have left or completed high school and who wish to obtain skills for employment at the completion of the program.

Supplementary - Program is less than full-time in nature; students are 16 years of age or older and have left or completed high school; and students are engaged in an occupation of which the program is supplemental.

Apprenticeship - Program is adult supplementary and students are registered as apprentices with the Local Apprenticeship Council.

CETA (Comprehensive Employment Training Act) Student - Any student who is receiving assistance from CETA funds.

Completer - A student who has finished a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills.

Disadvantaged - Persons (other than handicapped persons) who have academic or economic disadvantages and require special services assistance or programs in order to enable them to succeed in vocational education programs.

Academic Disadvantaged - A person who (1) lacks reading and writing skills; (2) lacks mathematical skills; or (3) performs below grade level.

Economic Disadvantaged - (1) the family income is at or below national poverty level; (2) participant or parent(s) or guardian of the participant is unemployed; (3) participant or parent of participant is recipient of public assistance; or (4) participant is institutionalized or under State guardianship. (Poverty level according to OMB, October, 1977 - Non-farm - $2,970 per year for one person, $960 for each additional person in the family; Farm - $2,550 per year for one person and $810 for each additional person in the family.)

Handicapped - Persons who are: (1) mentally retarded; (2) hard of hearing; (3) deaf; (4) speech impaired; (5) visually handicapped; (6) seriously emotionally disturbed; (7) orthopedically impaired; or (8) other impaired person or persons with specific learning disabilities and who by reasons of the above require special education and related services; and cannot succeed in the regular vocational education program without special education assistance; or requires a modified vocational education program.

Limited English Speaking Ability - The student speaks a language other than English as their dominant language and has difficulty speaking and understanding instruction in the English language.

Minority - Any race other than Caucasian.

Postsecondary Program - Vocational education for persons who have completed or left high school (and at least 16 years of age) and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureate or higher degree programs.

Private School - Any school operated with nonpublic funds.

Secondary Program - A vocational program in which the students receive high school credit.

Secondary Student - A student enrolled in a vocational program and receives high school credit.

Establishing or Expanding Cooperative Vocational Education Programs

The state of Kansas may use funds under its basic grant (Section 120 of the Act) for grants to local educational agencies for establishing or expanding cooperative vocational education programs with the participation of public and private employers. Kansas, in its review of local applications, shall give priority for funding cooperative vocational education programs to local educational agencies in areas that have high rates of school dropouts or youth unemployment.

The local education agency assures the State Board of Education that:

(1) Funds shall be used only for developing and operating cooperative vocational education programs which provide training opportunities that may not otherwise be available and which are designed to serve persons who can benefit from these programs.

(2) Necessary procedures have been established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative vocational education programs.

(3) Provision has been made, where necessary, for reimbursement of added costs to employers for on-the-job training of students enrolled in cooperative programs, provided that the on-the-job training is related to existing career opportunities susceptible of promotion and advancement and which do not displace other workers who perform the work.

(4) The program provides cooperative on-the-job training that (a) employs and compensates student-learners in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain, and (b) is conducted in accordance with written training agreements between local educational agencies and employers.

(5) Procedures have been developed for providing ancillary services and activities to assure that quality in cooperative vocational education programs is provided for and includes pre-service and in-service training for teacher coordinators, supervision, curriculum materials, travel for students and coordinators necessary to the success of such programs, and evaluation.

(6) Policies and procedures shall be adopted for accounting, for continuous evaluation of cooperative vocational education programs, and for follow-up of students who have completed or left these programs.

(7) The local education agency shall identify students enrolled in nonprofit private schools in the area served by the local educational agency whose educational needs are of the type which the cooperative vocational education programs and services may benefit; assess adequately the needs of the students identified; and provide the students identified with the opportunity for cooperative vocational education programs and services in a manner which will most effectively meet the needs of these students.

(8) The personnel, materials and equipment necessary to provide cooperative vocational education programs and services to nonprofit private school students shall remain under the administration, direction and control of the local educational agency.

(9) Federal funds used to support cooperative vocational education programs which include students enrolled in nonprofit private schools shall not be commingled with State or local funds so as to lose their identity.

(10) The cooperative vocational education program shall be maintained at the local level after the Section 120 federal funds cease. The program will then be eligible for regular program reimbursement.

_____
Signature of Administrator

APPENDIX E

VE-50A - ADULT CLASS

REIMBURSEMENT APPLICATION

111

KANSAS STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION ADMINISTRATION SECTION
120 East Tenth Street
Topeka, Kansas 66612

ADULT APPLICATION AND CLAIM FOR REIMBURSEMENT
(Submit separate VE-50a for each adult class)

NAME OF SCHOOL _____ DATE _____

LOCATION _____

INSTRUCTIONS FOR COMPLETING THIS FORM ON THE REVERSE SIDE

Section 1. SERVICE AND PROGRAM

a. Vocational Service Area _____
b. Class Name _____
c. USOE Program Code _____
d. Preparatory ___ Supplemental ___ Apprenticeship ___
(Check appropriate one(s)

STATE APPROVAL

/ / Approved / / Disapproved

_____ _____
Date

STATE USE ONLY

Section 2. INSTRUCTOR AND PROGRAM INFORMATION

a. Instructor's Name	b. Check if Voc. Cert. or Adult Ed.	New Instructor Attach 107B (check)	c. No. of Mtgs.	d. Total Hrs.	e. Total Instructor's Salary to be Paid	Prelm. Appl.

f. A signed statement is on file locally verifying all adult supplemental students are currently employed or otherwise engaged in an occupation of which this class is supplemental. Yes ___

g. A local program application (VE-20) has been submitted and approved for this program. Yes___

Section 3. CLASS SCHEDULE INFORMATION

a. Time of Class Meetings	b. Days of Week Class Meets	c. Place of Class Meetings	Dates Class is to be held From:	To:

Section 4. a. Attach a course outline (or topics to be covered) to this VE-50A, or if a course outline is on file in the State office, please check _____.

b. To be completed for Young Farmer programs only.

Farm visitations completed by the instructor: No. of Young Farmers visited _____
Total No. of visits made _____

COMMENTS:

SECTION 5. REIMBURSEMENT OF THIS PROGRAM WILL BE BASED ON AVAILABILITY OF FUNDS.

_____ _____
Signature of School Administrator Date

Section 6. CLAIM FOR REIMBURSEMENT (Completed after class concludes)

STATE USE ONLY
Reimbursement Approved
_____

a. Total hours taught _____ b. Total Instructor's Salary Paid _____

c. I hereby certify the above amounts and information are accurate and in accordance with all applicable State and Federal Vocational Education Acts and/or Amendments.

_____ _____
School Administrator (Signature) Date

(Do Not Write in This Space)

Date_____ Approved _____

VE-50A
(Rev. 8-77)

Please read the General Provisions, Section III of the Vocational Education Handbook for information regarding adult programs.

VE-50a Instructions

A. At the beginning of each adult class complete sections 1, 2, 3, 4, and 5 of the VE-50a and submit to the Vocational Education Administration Section.

Section 1 -- Service & Program:

a. Vocational Service area will be either Agriculture, Business, Health, Home Economics, or Industrial Education.
b. Indicate the name of the class.
c. Indicate the USOE Program (six digits) for the class.
d. Indicate whether the class is adult preparatory, adult supplemental, or apprenticeship.

Section 2 -- Instructor & Program Information:

a. List all instructors being paid to teach the class. Only those instructors being paid must be vocationally certified.
b. If the instructor is not vocationally certified, then attach a 107B certification form with the VE-50a. Indicate with a check (✓) if 107B is attached.
c. Proposed number of meetings for the class.
d. Total hours of instruction in the program.
e. Indicate the total salary to be paid the instructor(s) for this adult class. Reimbursement will be based on a formula in conjunction with the hours of instruction and instructors salary.
f. Adult preparatory students will all be "followed up" and will be coded "66" on the VE-50 form. All supplemental students, including apprenticeship, will not be followed up, but the class must be supplemental to their occupation.
g. A VE-20 must be approved for all adult programs. This may be accomplished by either including the adult information on the secondary or postsecondary program application having the same USOE occupational code; by completing one VE-20 for all adult classes having the same USOE occupational code; or a VE-20 for each adult program.

Section 3 -- Class Schedule Information:

a. Time of day (or evening) for the class.
b. Indicate the days which classes will be held, such as Tuesdays and Thursdays.
c. Actual site of class meetings.
d. Indicate the starting and ending dates for the class.

Section 4 -- Course Outline (Topics)

a. If a copy of the class schedule is on file in the Vocational Education State office for this class, then so indicate. If this is a new class or if the course outline is changing from what is on file in the State office, then please attach a copy of that outline.

b. To be completed only for Young Farmer programs.

Section 5 -- Signature

The school administrator, or his designee, must sign and date the application.

B. Along with the VE-50a, submit a VE-50 enrollment form (white copy, except for Home Economics VE-50 which is gold).

1. Instructions for completing the VE-50 are on the back of the pink copy.
2. Complete all columns except "clock hours per week" and "coop".

C. School will receive back a copy of the VE-50a, indicating whether the class was approved or disapproved.

D. At the completion of the class, complete Section 6.

Section 6 -- Claim for Reimbursement

a. Indicate the actual hours taught in the class (usually should be the same as Section 2d).
b. Indicate the amount actually paid (or to be paid) instructor for this class.
c. Administrator sign and date the verification statement.

E. Submit VE-50a with Section 6 completed, along with VE-50 completion (green, except Home Economics which is white) to the Vocational Education Administration Section.

F. For classes with adult preparatory students in them, the VE-50 Placement (yellow) form must be submitted by March 15 the fiscal year following the completion of the class. If a class is adult supplementary only, then the yellow and pink copies of the VE-50 are both the school file copies.

G. After E and F are completed, the claim will be processed and a check for reimbursement will be sent to the school treasurer.

APPENDIX F

ADULT REGISTRATION CARD EXAMPLE

(THIS FORM COULD BE KEPT ON FILE
LOCALLY FOR LEA RECORDS.)

ADULT REGISTRATION CARD
(example)

_____
Course Name Voc. Grade Average

Name _____ Date _____
Last First Middle

Address _____ Phone _____
Street City Zip

Sex _____ Race _____ Birth Date _____ Education _____
Years

Occupation _____ Employer _____

Position _____ No. of Yrs. on this job _____

If not employed, Occupational Objective _____

_____

_____

_____
Student's Signature

APPENDIX G

MEMORANDUM OF TRAINING PLAN

FORM 06-01-114

KANSAS STATE DEPARTMENT OF EDUCATION

Topeka, Kansas 66612

Division of Vocational Education

MEMORANDUM OF TRAINING PLAN

COOPERATIVE TRAINING PROGRAM

- ☐ Agriculture
- ☐ Distributive Education
- ☐ Health
- ☐ Home Economics
- ☐ Industrial Education
- ☐ Office Education
- ☐ Special Vo-Ed Programs

School _____ City _____

The _____ will permit _____
Training agency Student

to enter their establishment for the purpose of gaining knowledge and experience as (a) (an)

_____ _____ _____
Occupation O. E. Code No. Beginning Wage

The course of training is designed to run for a school year with a minimum of 450 hours per school year. The training will be in accordance with the outline of training below, made and agreed upon by the employer and coordinator.

TRAINING OUTLINE (Use back of sheet if necessary)

(FOR HAZARDOUS OCCUPATIONS ONLY)

A. The work of the student-learners in occupations declared hazardous shall be incidental to their training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced individual.

B. Safety instruction shall be given by the school and correlated by the employer with on-the-job training.

GENERAL PROVISIONS OF TRAINING

1. The school will make provision for the student to receive related and technical job instruction.
2. The status of the student while in training shall be that of student-learner.
3. The student while in training shall progress from job to job in order to gain experience in various operations.
4. The schedule of compensation shall be in accordance with existing local standards, labor laws, and policies.
5. The coordinator will assist with adjustment of any problems of the student.
6. The parent or guardian shall be responsible for the conduct of the student while in training.
7. The coordinator shall have authority to transfer or withdraw the student where deemed such action to be to the best interests of those concerned.
8. The student promises to abide by all implied and stated terms included in this training plan.
9. Employment of this student-learner does not displace a full-time employee.
10. The student shall be subject to discharge at any time because of inefficiency or because of conditions within the industry or concern, upon notification of the coordinator.
11. This training plan may be cancelled for sufficient cause at any time provided due notice is given to all parties concerned.
12. On-the-job training is an integral part of this instructional program.

By _____ _____
Employer Parent or Guardian

_____ _____
Coordinator Student

_____ Date _____ 19___
Job Instructor

White copy to Training Agency—Yellow to Trainee—Pink to Coordinator—Green to State Department of Education

MI-826

APPENDIX H

PROPOSAL FOR SPECIAL PROJECT OR

PROGRAM IN VOCATIONAL EDUCATION

(FORM IS USED FOR: DISADVANTAGED; HANDICAPPED; WORK STUDY; RESEARCH; EXEMPLARY & INNOVATIVE; CURRICULUM; GUIDANCE & COUNSELING; PERSONNEL TRAINING; SEX BIAS; SPECIAL PROGRAMS FOR DISADVANTAGED; CONSUMER & HOMEMAKING; & CONSUMER & HOMEMAKING ECONOMICALLY DEPRESSED SPECIAL PROJECTS OR PROGRAMS).

For 1978-79

PROPOSAL FOR SPECIAL PROJECT OR PROGRAM
IN VOCATIONAL EDUCATION

Submitted to the Kansas State Department of Education, Vocational Education Administration Section, Under the Provisions of Title II, Vocational Education Amendments of 1976.

Applicant/Agency Name: Street:

City: _____ State: _____ County: _____ Zip Code: _____

Project Director: (Name and telephone number)

Title of Project:

State Plan Objective Number _____ Activity Number: _____ Page No. _____

Special Project Funds Requested $ _____

Beginning Date: _____, 19____ Ending Date: _____, 19____

_____ Date: _____
Institution Representative

_____ Date: _____
Project Director

FOR STATE USE ONLY: State Funds _____ Local Funds _____

Funds Approved:

Section 110 Disadvantaged _____
Section 110 Handicapped _____
Section 121 Work Study _____
Section 131 Research _____ Disadvantaged _____ Handicapped _____
Section 132 Exemplary & Innovative _____ Disadvantaged _____ Handicapped _____
Section 133 Curriculum _____ Disadvantaged _____ Handicapped _____
Section 134 Guidance & Counseling _____ Disadvantaged _____ Handicapped _____
Section 135 Personnel Training _____ Disadvantaged _____ Handicapped _____
Section 136 Sex Bias _____ Disadvantaged _____ Handicapped _____
Section 140 Disadvantaged _____
Section 150 Consumer & Homemaking _____
Section 150 Consumer & Homemaking Economically Depressed _____

_____ _____
Program Specialist Director, Vocational Education Administration

Date: _____

1. Need for this assistance

Describe the need to which the proposal is being addressed. Include "Number of persons to be served", and "Target population identification".

2. Objectives

List the specific objectives to be achieved in this project.

3. Describe the state-wide impact and significance of the program.

4. Procedures

(a) Describe the procedure and general design of the program.

4. (b) How will this proposal fulfill the objectives of the project.

5. Evaluation

BUDGET

	Federal	State	Local
A. Personnel: (positions, allocations of time, length of time contributed to project)			
B. Employee Benefits: (FICA, retirement, etc)			
C. Travel: (Explain purpose, mileage and rate, per diem, etc.)			
D. Supplies and Materials: (itemize)			
E. Utilities and Communications: (itemize)			
F. Consultative Services:			
G. Printing: (final report, for example)			
H. Equipment: (itemize, indicate whether purchased, leased, or rented)			
I. Evaluation:			
J. Total Funds Requested:			

Submitted by: _____
State

A B S T R A C T

_____ Approved Contract.....State Contract Number: _____

Project Title:

Project Director: _____

Institution/Agency: _____

City	State	Zip Code	Area Code, Phone No.
_____	_____	_____	_____

Beginning Date: _____, 19___ Ending Date: _____, 19___

OBJECTIVES:

PROCEDURES:

EXPECTED IMPACT ON VOCATIONAL EDUCATION:

PROJECTED FINAL OUTCOME:

Source of P.L. 94-482 Funds:

____ Sec. 131: $_____ Local $_____ FY_____

____ Sec. 132: $_____ Local $_____ FY_____

____ Sec. 133: $_____ Local $_____ FY_____

____ Other: _____ $_____ Local $_____ FY_____
Source Amount

ASSURANCES

The Board of Education or legal governing body of this LEA assures the Kansas State Board of Education that they shall comply with the following, and this information is on hand and will be available for evaluation by supervisors, auditors, and for administratration upon request.

Appeal procedure for disapproval of programs is identified in the State Plan for Vocational Education, and the Vocational Education Handbook.

The local education agency assures the State Board that this project:

1. Will comply with Title II of the Educational Act (P.L. 94-482) of 1976, all State and Federal Regulations, and the Kansas State Plan for Vocational Education.

2. Shall not supplant local funds with Federal funds and Federal funds shall only be used for purposes specified in Public Law 94-482.

3. Shall be evaluated locally, and the evaluation will be submitted with the final report.

4. Will provide equal access to both male and female students.

5. Shall submit actual expenditures on quarterly reports with a final report submitted forty-five (45) days following the closing of the project.

6. Shall be coordinated with other vocational programs in the area using non-federal dollars.

7. Shall include students from private non-profit schools where appropriate.

8. Will not cause a lessening of local fiscal effort for vocational education.

9. Will be made available for state-wide dissemination.

10. Was developed in consultation with:
    a. Representatives of the educational and training resources available in the area to be served.
    b. Local advisory council pursuant to P.L. 94-482.
    c. Manpower programs conducted in the area by a prime sponsor established under CETA.

11. Shall be coordinated with other vocational programs in the area.

12. Can demonstrate a reasonable probability that it will result in improved teaching techniques or curriculum materials that will be used in a substantial number of programs within five years. (P.L. 94-482, Sections 131, 132, and 133 funded projects)

13. Assurance of compliance with Title VI of the Civil Rights Act of 1964, and Title IX of the 1972 Educational Amendments are on file in the Kansas State Department of Education.

I hereby certify that evidence is on file in school files and available upon request to the Kansas State Department of Education to verify the proceeding statements and information.

_____

Institution Representative

_____

Date

KANSAS STATE DEPARTMENT OF EDUCATION
EXPENDITURE JUSTIFICATION FOR SPECIAL PROJECTS
RE-CAP SHEET

Quarterly reports due fifteen days following the completion of each calendar quarter. Final report due forty-five (45) days following project completion date.

Name of School _____

Title of Special Project _____

Period Covered by this report- Beginning Date _____ 19___ Ending Date _____ 19___.

FEDERAL BUDGET

Budget Classification	Budget Approved	Amount Expended Prior Quarters	Expenses Current Period	Total Exp. To Date	Budget Balance
SALARIES Administration					
Guidance					
Instruction					
FRINGE BENEFITS Administration					
Guidance					
Instruction					
TRAVEL & PER DIEM					
SUPPLIES & MAT.					
UTILITIES & COMM.					
CONSULTATIVE SER.					
EQUIPMENT					
OTHER					
SUB TOTAL					

LOCAL BUDGET

Budget Classification	Budget Approved	Amount Expended Prior Quarters	Expenses Current Period	Total Exp. To Date	Budget Balance
SALARIES Administration					
Guidance					
Instruction					
FRINGE BENEFITS Administration					
Guidance					
Instruction					
TRAVEL & PER DIEM					
SUPPLIES & MAT.					
UTILITIES & COMM.					
CONSULTATIVE SERV.					
EQUIPMENT					
OTHER					
SUB TOTAL					
GRAND TOTAL					

* In-Kind can not be utilized for matching purposes. Local fund expenditures must contribute directly to the operation of the project.

I do solemnly swear the expenditure justification is just and correct, and the amount claimed was expended according to the provisions of the Vocational Education Amendments of 1976, Public Law 94-482.

_____
School Administrator

_____
Project Director

_____
Person Completing Report

State of KANSAS
County of_____
Subscribed and Sworn to before me this _____
day of _____19

SEAL

My Commission Expires_____19

Notary Public _____

STATE USE ONLY

Source of funds_____
State Plan Activity Number_____

Approved

_____ _____
Program Specialist Date Director of Voc. Education Date

KANSAS STATE DEPARTMENT OF EDUCATION
EXPENDITURE JUSTIFICATION FOR SPECIAL PROJECTS

SALARIES & FRINGE BENEFITS
DETAIL REPORT *

School _____ Title of Special Project _____
For Period _____, 19__ through _____, 19___

Name of Personnel	% of Time	Position Held	Administrative Fed.	Administrative Local	Instructional Fed.	Instructional Local	Guidance & Counseling Fed.	Guidance & Counseling Local	TOTAL

125

* Salaries and fringe benefits to be identified for the period covered by this report.

Page___ of ___ Pages

KANSAS STATE DEPARTMENT OF EDUCATION
EXPENDITURE JUSTIFICATION FOR SPECIAL PROJECTS

TRAVEL & PER DIEM

DETAIL REPORT

SUPPORTIVE INFORMATION (i.e., invoices, travel logs, etc. on all expenditures-both Federal and Local).

School_____ Name of Project_____
For Period_____, 19 through_____19

Date Purchased	Invoice Number	Vendor	Purpose of Travel	Federal Funds	Local Funds	TOTAL Cost

Sub Total This Page_____

KANSAS STATE DEPARTMENT OF EDUCATION
EXPENDITURE JUSTIFICATION FOR SPECIAL PROJECTS

Page____ of _____Pages

SUPPLIES & MATERIALS

DETAIL REPORT

SUPPORTIVE INFORMATION (i.e., invoices, etc., on all expenditures- both Federal & Local).

School_____ Name of Special Project_____

For Period_____,19 through_____,19

Date Purchased	Invoice Number	Vendor	Item (s) Purchased	Federal Funds	Local Funds	TOTAL Cost
133						134

KANSAS STATE DEPARTMENT OF EDUCATION
EXPENDITURE JUSTIFICATION FOR SPECIAL PROJECTS-

Page____ of _____ Pages

UTILITIES & COMMUNICATIONS

DETAIL REPORT

SUPPORTIVE INFORMATION (i.e., invoices, etc., on all expenditures- both Federal and Local).

School_____ Name of Special Project_____
For Period_____, 19 through _____, 19

Date Purchased	Invoice Number	Vendor	Type of Expenditure	Federal Funds	Local Funds	TOTAL Cost

Sub Total This Page_____

Page____ of ____ Pages

KANSAS STATE DEPARTMENT OF EDUCATION
EXPENDITURE JUSTIFICATION FOR SPECIAL PROJECTS

CONSULTATIVE SERVICES

DETAIL REPORT

SUPPORTIVE INFORMATION (i.e., invoices, travel logs, etc., on all expenditures - BOTH Federal and Local).

School_____ Name of Special Project_____
For Period_____, 19 through_____, 19

Date Purchased	Invoice Number	Vendor	Service Purchased	Federal Funds	Local Funds	TOTAL Cost
137						138

Sub Total This Page_____

KANSAS STATE DEPARTMENT OF EDUCATION
EXPENDITURE JUSTIFICATION FOR SPECIAL PROJECTS - DETAIL REPORT

*EQUIPMENT PURCHASED

DETAIL REPORT

SUPPORTIVE INFORMATION (i.e., invoices, etc., on all expenditures- both Federal and Local).

School_____ Name of Special Project_____
For Period _____, 19 through _____, 19

Date Purchased	Invoice Number	Name of Vendor	Item (s) Purchased	Quantity	Federal Funds	Local Funds	TOTAL Cost

Sub Total This Page_____

* All Equipment purchased with a total cost of more than $200.00 must be inventoried

KANSAS STATE DEPARTMENT OF EDUCATION
EXPENDITURE JUSTIFICATION FOR SPECIAL PROJECT -

Page___ of ____ Pages

OTHER EXPENDITURES

DETAIL REPORT

SUPPORTIVE INFORMATION (i.e., invoices, etc., on all expenditures- both Federal and Local).

School_____ Name of Special Project_____
For Period _____, 19 through_____, 19

Date Purchased	Invoice Number	Vendor	Type of Expenditure	Federal Funds	Local Funds	TOTAL Cost

Sub Total This Page_____

Name of School_____

EQUIPMENT INVENTORY RECORD
VOCATIONAL EDUCATION SPECIAL PROGRAMS

Prepare in triplicate. Send two copies to Vocational Education Administration, State Department of Education, 120 East 10th, Topeka, Kansas 66612. Include all items of equipment or materials that are a permanent part of the program that cost $200.00 or more. Those items purchased in part by Federal funds should be so indicated.

Name or Description of Equipment or Materials	Date Acquired Month	Year	COST	Location Building, Room	Assigned Inv. # or Serial #

KANSAS [illegible] DEPARTMENT OF EDUCATION
SPECIAL PROJECTS IN VOCATIONAL EDUCATION
FINAL EXPENDITURE REPORT **

Name of School_____
Title of Special Project_____
Beginning Date_____ Ending Date_____

** Final expenditure report is due forty-five (45) days following the completion date of the projects. The final expenditure report is to be accompanied by a written evaluation of the accomplishments of the project and how it relates to the overall long range State Plan for Vocational Education.

LEGISLATIVE PURPOSE	Federal Fund Expenditure	Local Fund Expenditure
Administration, Supervision & Evaluation		
Guidance & Counseling		
Instruction		
Teacher Education		
Research & Demonstration		
Curriculum Development		
TOTAL *		

* Total federal and local funds to be identical to those listed on final expenditure justification re-cap sheets.

PERSONS DIRECTLY SERVED BY PROJECT

Level # Served	Secondary		Postsecondary		Adult		CETA	
Minorities #								
Sex #	M	F	M	F	M	F	M	F
CETA								

I do solemnly swear the above expenditure justification is just and correct and the amount claimed was expended according to the provisions of the Vocational Education Amendments of 1976, Public Law 94-482.

State of Kansas
County of_____
Subscribed and sworn to before me,
this _____ day of _____ 19 .

_____
School Administrator

_____
Project Director

_____
Person Completing Report

SEAL

My Commission Expires _____ 19__.

_____
Notary Public

- -

STATE USE ONLY

Source of Funds_____
State Plan Activity Number_____
Approved

_____ _____
Program Specialist Date Director of Voc. Education Date

APPENDIX I

VOCATIONAL PROGRAM EXPENDITURE REPORT

VOCATIONAL PROGRAM EXPENDITURE REPORT and PRESENT PROGRAM BUDGET

Due August 15 each year

Name and Location of Attendance Center _____ U.S.D. No. _____ Name of Vocational Program _____

	Program Budget for Current Year FY _____ (Estimated)	Program Expenditures for Past Year FY _____		
		Expended	Audited	Comment
100 SERIES (ADMINISTRATION)				
a.				
b.				
**200 SERIES (INSTRUCTION)				
a. Salaries of Instructors				
b. Substitute salaries				
c. Other Salaries - supporting				
d. Instructional materials supplies				
e. Travel expenses for instructors				
500 SERIES (TRANSPORTATION)				
a.				
b.				
600 SERIES (OPERATION OF PLANT)				
a. Custodial salaries				
b. Utilities				
c.				
d.				
700 SERIES (MAINTENANCE OF PLANT)				
a. Maintenance of plant				
** b. Maintenance and replacement of instructional equipment				
800 SERIES (FIXED CHARGES)				
a. Employee Benefits				
b.				
1200 SERIES (CAPITAL OUTLAY)				
** a. Instructional Equipment				
TOTALS				

** Special Cooperative (Section 120) funding limited to these categories

I hereby certify the above amounts are accurate and in accordance with all applicable State and Federal Vocational Education Acts and/or amendments.

School Administrator _____ Date _____

STATE USE ONLY

Date _____ Vocational Education Administration _____

Budget Amount Approved _____ FY _____

Comments:

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APPENDIX J

AVTS CLASSIFICATION OF EXPENDITURES

BY INDUSTRIAL LEVEL REPORT

AVTS-R3 (7-1-77)

STATE DEPARTMENT OF EDUCATION
CLASSIFICATION OF EXPENDITURES BY INSTRUCTIONAL LEVEL

NAME OF SCHOOL _____ FISCAL YEAR

	Total Expenditures	Secondary Programs			Postsecondary			Adult		
		Federal	State	Local	Federal	State	Local	Federal	State	Local
Administration										
Guidance & Counseling										
Instruction										
Teacher Education										
Research & Demonstration										
Curriculum Development										
TOTAL										

APPENDIX K

COMPREHENSIVE EMPLOYMENT & TRAINING ACT (CETA) REPORTS

KANSAS STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION ADMINISTRATION
BUDGET COST INFORMATION

Funding: *(X one)*
☐ 4% ☐ 5%
☐ Other

Project Number:

PROGRAM TITLE:

☐ State ☐ Federal
Fiscal Year_____

NAME & ADDRESS OF AGENCY PROVIDING SERVICE:

INDIVIDUAL RESPONSIBLE FOR PROGRAM:

Signature:

(X one)
☐ Initial Budget ☐ Budget Revision No.___
☐ Tentative Final Cost ☐ Final Cost

Period of Training:
Beginning Date:_____ Ending Date:_____

COST CATEGORIES:		Amount Approved	Total Expenditures
A. ADMINISTRATION:	TOTAL	$	$
1. Supervisor Salary			
2. Accounting & Clerical			
3. Fringe Benefits			
4. Equipment, Supplies & Materials			
5. Rent & Utilities			
6. Travel			
7. Indirect/Other Admin. Costs			
B. ALLOWANCES:	TOTAL	$	$
C. SUPPORTIVE SERVICES:	TOTAL	$	$
1. Child Care			
2. Trainee Transportation			
3. Other			
D. WAGES (Participant):	TOTAL	$	$
E. FRINGE BENEFITS: (Participant):	TOTAL	$	$
F. SERVICES:	TOTAL	$	$
1. Salaries			
2. Fringe Benefits			
3. Travel			
4. Rent & Utilities			
5. Supplies & Equipment			
G. TRAINING:	TOTAL	$	$
1. Instructor Salaries			
2. Fringe Benefits			
3. Travel			
4. Equipment Rental			
5. Equipment			
6. Repair & Maintenance			
7. Rent & Utilities			
8. Materials & Supplies			
9. Other (Specify)			
10. Tuition			
H. TOTAL COST:	TOTAL	$	$
Amount of Federal Funds			
Amount of State Funds			

DIRECTOR, VOCATIONAL EDUCATION ADMINISTRATION:

Date:

REVIEWED BY CETA/VOC. ED.
☐ Correct & Approvable
☐ Corrections Needed
Date:_____ Initials:

VE-3117 (Revised 9/1/77)

Approved/CETA Director:

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AMENDED CHANGE REQUEST

PROJECT NO._____

REVISION NO._____

		Present Amount	Amount of Change	Revised Amount
A. ADMINISTRATION:	TOTAL	$	$	$
1. Supervisory Salary				
2. Accounting & Clerical				
3. Fringe Benefits				
4. Equipment, Supplies & Mat'ls.				
5. Rent & Utilities				
6. Travel				
7. Indirect/Other Admin. Costs				
B. ALLOWANCES:	TOTAL	$	$	$
C. SUPPORTIVE SERVICES:	TOTAL	$	$	$
1. Child Care				
2. Trainee Transportation				
3. Other				
D. WAGES (Participant):	TOTAL	$	$	$
E. FRINGE BENEFITS (Participant):	TOTAL	$	$	$
F. SERVICES:	TOTAL	$	$	$
1. Salaries				
2. Fringe Benefits				
3. Travel				
4. Rent & Utilities				
5. Supplies & Equipment				
G. TRAINING:	TOTAL	$	$	$
1. Instructor Salaries				
2. Fringe Benefits				
3. Travel				
4. Equipment Rental				
5. Equipment				
6. Repair & Maintenance				
7. Rent & Utilities				
8. Materials & Supplies				
9. Other (Specify)				
10. Tuition				
H. TOTAL COST:	TOTAL	$	$	$
Amount of Federal Funds		$	$	$
Amount of State Funds		$	$	$

OTHER DATA:

MONTHLY DISBURSEMENT RECORD

CETA Vocational Education Programs

State Department of Education, Vocational Education Administration
120 E. Tenth Street, Topeka, Kansas 66612

Month Ending_____ 19____

Name of School_____ Project No._____

Address & City_____ Sub-Project_____

COST CATEGORIES:	Amount Approved	Expended During Month	Amount Expended Previously	Total Expended	Budget Balance
A. ADMINISTRATION:					
1. Supervisor Salary					
2. Accounting & Clerical					
3. Fringe Benefits					
4. Equipment, Supplies & Mat'ls.					
5. Rent & Utilities					
6. Travel					
7. Indirect/Other Admin. Costs					
B. ALLOWANCES:					
C. SUPPORTIVE SERVICES:					
1. Child Care					
2. Trainee Transportation					
3. Other					
D. WAGES (Participant):					
E. FRINGE BENEFITS(Participant):					
F. SERVICES:					
1. Salaries					
2. Fringe Benefits					
3. Travel					
4. Rent & Utilities					
5. Supplies & Equipment					
G. TRAINING:					
1. Instructor Salaries					
2. Fringe Benefits					
3. Travel					
4. Equipment Rental					
5. Equipment					
6. Repair & Maintenance					
7. Rent & Utilities					
8. Materials & Supplies					
9. Other (Specify)					
10. Tuition					
H. TOTAL COST:					
Amount of Federal Funds					
Amount of State Funds					

KM-74B (Revised 9/1/77)

	State Funds	CETA Federal
TOTAL FUNDS ADVANCED		
TOTAL EXPENDITURES TO DATE		
UNEXPENDED ADVANCE BALANCE		

This record due no later than the 5th working day of the following month.

Report made by: _____

ATTACH OTHER SUPPORTING DATA (2 copies to State Department of Corrections, 2 copies to CETA).

☐ State Dept. of Corrections ☐ State Dept. of Educ./Voc. Educ. Admin.

Name	Salaries Classification	Hourly Wage	Total Hours Employment	Monthly Expenditures
	INSTRUCTOR	XXX	XXX	
	ADMINISTRATION			
	CLERICAL			
	COUNSELORS			
	OTHER			

CETA 77

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

TRAINEE MONTHLY REPORT

1. Trainee_____ CETA Individual Referral No. _____ CETA Area_____

   Address_____

2. Occupational Objective_____

3. Entered Training_____
   Month Day Year

4. Report Covers Period_____ to _____
   Month Day Year Month Day Year

5. Total Number of Days Instruction During Period_____

6. Total Number of Days Attended by Trainee_____

7. Explain any difference in items 5 and 6_____

   _____

8. Quality of Work: Excellent____ Good____ Fair____ Poor____

9. Attitude of Trainee_____

10. Recommendations and Comments_____

    _____

11. Has the above individual been referred to the local Employment Service Counselor for occasional consultation? Yes____ No____

12. Should the above trainee be terminated or continued in her or his present training? Terminated____ Continued____

_____ _____
Student Name Training School

_____ _____
Date Address

Training Agency: Send on a monthly basis to State Department of Education, Voc. Educ. Division, CETA, 120 E. 10th, Topeka, Ks. 66612.

_____
Owner/Instructor in charge

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT
Individual Referrals for Institutional Training

STATEMENT FOR REIMBURSEMENT

Training Facility_____

Address (include city)_____

The following amounts are due for_____
(Name)

Certification number_____enrolled in_____
(Program)

1. Student is a recipient of a Basic Educational Opportunity Grant, yes__ no__

2. Total training cost $_____

   a. tuition, supplies, etc. $_____

   b. administrative cost $_____ **

3. Amount due for training provided from _____ to _____,

   a. tuition supplies, etc. $_____

   b. administrative cost $_____ **

   TOTAL DUE $_____

I do solemnly swear that the above claim for reimbursement is just, correct, and that all admission requirements set forth by State Boards, and other agencies will be met by the applicant prior to admission or this contract is void. The amount claimed therein was expended according to the provisions of the Comprehensive Employment and Training Act, and the regulations of the Kansas State Department of Education, Division of Vocational Education, and that said amount is actually due according to law.

(Signed)_____

_____ _____
(Trainee's Signature)

State of _____)
County of_____)ss

Subscribed and sworn to before me, this _____ day of _____, 19____.

SEAL _____

My commission expires _____, 19____.

** Does not apply if student is receiving B.E.O.G.

12/76

AREA _____

BALANCE OF STATE
VOCATIONAL EDUCATION
TRAINING

Individual Certification for CETA Manpower Training
in the Activity of Vocational Education

1. Name of Trainee _____ Certification #____

2. Home Address of Trainee _____ Date of Issue _____

Mailing Address (if different) _____ Phone _____

3. Social Security Number _____

Unemployed ☐ Underemployed ☐ Economically Disadvantaged ☐

4. Labor Area: County _____

5. Local CETA Intake Center Office: _____

6. Occupational Goal _____ DOT Code _____

Previous Training: Yes ☐ No ☐

* 7. Training Facility _____ Public ☐ Private ☐

Address _____ Phone _____

* 8. Length of Course: Required hours per week in instruction _____
Suggested outside hours of participation per week _____
Required number of weeks in period of enrollment _____
Required total hours in instruction _____
Suggested total hours of outside participation _____
Cumulative total of hours for successful completion _____

* 9. Beginning Date _____ Ending Date _____

10. Complementary services offered by prime sponsor:

☐ Health/Medical ☐ Counseling ☐ Job Development

☐ Child Care ☐ Transportation ☐ Emergency Services

☐ Residential

*11. Costs:
A. Tuition $_____
B. Books & Supplies $_____
C. Uniforms $_____
D. Tools $_____
E. Other _____ $_____

Total education costs requested from the State Director of Vocational Education
$_____

* To be filled out by Vocational Education CETA Staff.

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12. Percentage of cost for the State _____%.

13. Costs:

A. Training Allowances	$_____	Total costs of services provided by local prime sponsor	
B. Transportation	$_____		
C. Child Care	$_____		
D. Health/Medical	$_____		
E. Emergency Services	$_____		
F. Other _____	$_____	$_____	

14. Percentage of cost for prime sponsor _____%.

15. Total cost of enrollment $_____

16. Total dependents of trainee including the trainee _____.

CERTIFICATION

The undersigned has selected and referred the person for selection of a training program by vocational education in the occupation as specified on the reverse side of this document, and certifies with respect thereto that: (1) There is reasonable expectation of suitable employment in the occupation; (2) Applicants qualified for referral are not expected to be available in numbers exceeding the number of job openings anticipated in the occupation; (3) The provision of this training will not assist in relocating employing establishments from one area to another; and (4) Selection and referral will be accomplished on a nondiscriminatory basis in conformity with Title VI of the Civil Rights Act of 1964, and Title 29 Part 31, of the Regulations of the Secretary of Labor (Code of Federal Regulations).

_____

Local J.O.T. Representative — Date

The undersigned has agreed to provide training for the persons as indicated on the reverse side of this document and certifies with respect to this training that: (1) The curriculum and cost of the training are satisfactory; (2) Neither the State nor the community has reduced or will reduce its own level of expenditure for vocational education and training; (3) Training will be provided on a nondiscriminatory basis. Expenditure of funds for training or tuition is hereby authorized. The appropriate school district(s) or other agencies/institutions designated in this project have filed Form HEW 441 or is/are subject to a final Federal court order for desegration or has/have an acceptable plan of desegregation under Title VI of the Civil Rights Act of 1964 prior to this approval.

_____ _____

Local Educational Representative — Date

The contractor will comply with Title IX of the 1972 Educational Amendments which states, 'No person . . . shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance .

APPENDIX L

AVTS OPERATING BUDGET REQUESTS

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Financial Services Division
Kansas State Department
of Education
Form 8-02-04-106

AREA VOCATIONAL-TECHNICAL SCHOOL
OPERATING BUDGET REQUEST

School Name _____
Street Address _____
City _____ Zip Code _____

K.S.A. 72-4430, (c) "Operating budget" means the adopted operating budget, as approved by the state board, for a school, except for amounts budgeted for acquisition or improvement of land and construction, reconstruction or remodeling of buildings.

		Actual 1975-76 Expenditures (1)	Actual 1976-77 Expenditures (2)	% Increase (3)	Est. 1977-78 Expenditures (4)	% Increase (5)	FY 1978-79 Budget Request (6)	% Increase (7)	FY 1978-79 KSDE Recommended Budget (8)	FY 1978-79 KSDE Approved Budget (9)
1.	100 - Administration	$	$		$		$		$	$
2.	200 - Instruction									
3.	400 - Health									
4.	500 - Transportation									
5.	600 - Operation of Plant									
6.	700 - Maintenance of Plant									
7.	800 - Fixed Charges									
8.	1200 - Capital Outlay (1977, S.B. 127)									
9.	1200 - Construction, reconstruction or remodeling of buildings, acquisition or improvement of land									
10.	1230 - Equipment									
11.	1400 - Other									
12.	Total Expenditures (line 1 through 11)									
	Deductions:									
13.	1200 - Construction, reconstruction, or remodeling of buildings, acquisition or improvement of land									
14.	Reimburseables									
15.	Capital Outlay State Aid (1977, S.B. 127)									
16.	Total Deductions (lines 13, 14 & 15)									
17.	Total Operating Expenditures (Line 12 minus line 16)	$	$		$		$		$	$
18.	Total expenditure amounts under contractual agreements with Junior Colleges (included in above)	$	$		$		$		$	$
19.	Percentage of (line 17) expenditures for salaries									
1.	(A) FTE Enrollment - Secondary									
(A), (B)	FTE Enrollment - Post-Secondary									
2.	Head Count - Secondary									
(B)	Head Count - Post-Secondary									
3.	Number of Approved Reimbursed Programs			XXX		XXX		XXX		

(A) Based upon 1080 hours per student (including Co-op hours).
(B) Includes approved adult courses.

_____ Chief School Administrative Officer _____
Signature Date

_____ Director of Area Voc.-Technical School _____
Signature Date

List amounts of state and federal aid received by your area vocational-technical school that is forwarded to a community junior college:

	Actual 1975-76 (1)	Actual 1976-77 (2)	Est. 1977-78 (3)	Est. 1978-79 (4)
Federal				
State				

Area Vocational-Technical School
Operating Budget Request by Program

PROGRAM _____

Page ____

Form S-02-04-107

	Actual 1975-76 Expenditures (1)	Actual 1976-77 Expenditures (2)	% Increase (3)	Est. 1977-78 Expenditures (4)	% Increase (5)	FY 1978-79 Budget Request (6)	% Increase (7)	FY 1978-79 KSDE Recommended Budget (8)	FY 1978-79 KSDE Approved Budget (9)
200 Instruction	$	$		$		$		$	$
600 Operation of Plant									
700 Maintenance of Plant									
800 Fixed Charges									
1200 Capital Outlay (1977 S.B. 127)									
1230 Equipment									
1400 Other									
TOTAL PROGRAM EXPENDITURES	$	$		$		$		$	$
* 1. FTE Enrollment - Secondary									
FTE Enrollment - Post-Secondary									
2. Head Count - Secondary									
Head Count - Post Secondary									
3. Length of Program in months			XXX		XXX		XXX		
Length of Program in hours			XXX		XXX		XXX		
4. Number of students placed									
5. Percentage of students placed			XXX		XXX		XXX		

* Based upon 1080 hours per student (including Co-op hours).

This program budget does not include costs in the 100, 400 and 500 series.

PROGRAM INFORMATION

Please provide the following: (attach extra sheets if necessary)

A. Brief program description

B. Goals and objectives

C. Unusual variances (greater than 25%) of expenditures from year to year